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# SOCIAL EDUCATION

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## Editor's Page

### PESSIMISM AND THE TEACHING OF INTERNATIONAL UNDERSTANDING

SOCIAL studies teachers are becoming alarmed about the growing pessimism that has seized the American people and is reflected in the attitudes of the student body of our secondary schools. Events since the war have contributed to the growing distrust of the Soviet Union, to the cynical attitude toward the United Nations; "scare" headlines and sensational journalism have sapped the optimism that once existed. Given the events and the headlines, was the reaction inevitable?

Social studies teachers should have helped our population to acquire convictions based on sound understanding; they should have helped to create an optimism anchored in reality rather than one based upon pious hopes. Wherein did we fail?

Examine a pessimist and you find an optimist whose "reasonable" expectations have not been realized. One of the reasons for the cynicism towards efforts to attain collective security in the 1920's and the 1930's was the fact that the issues involved in World War I and the obstacles in the way of world peace were over-simplified. When democracy was not made safe *immediately*, when war was not ended *immediately*, when the Fourteen Points were not realized *immediately*—when these ideals which the American people thought would come automatically with the peace did not come to immediate fruition, the optimist became the pessimist who accepted the findings in *The Road to War*, *Merchants of Death*, and the Nye Committee reports as naïvely as he had accepted the statements of 1917. This general cynicism made it difficult to arouse the American people to the dangers created by World War II.

There were honest differences of opinion as to the role the United States should play in that war. Some teachers, eager to overcome the cynicism and fearful lest they "play Hitler's game," found the Treaty of Versailles beyond reproach and our entrance to World War I entirely motivated by idealism. After December, 1941, again in order not to "play Hitler's game," and in order to preserve Allied unity, criticism or critical analysis of our allies was minimized. An "economic democracy" was discovered to exist in the Soviet Union, an "economic democracy" not

to be confounded with the economic bill of rights that Franklin D. Roosevelt sought to have grow out of our political bill of rights. Nationalism, imperialism, militarism, and international anarchy were to disappear as a result of the Declaration of the United Nations. Difficulties in the way of harmonious international relations in the post-war world were glossed over. Undue optimism was created. Today we are paying the price in the form of undue pessimism.

IF WE are to achieve international understanding, it is necessary that we keep the ideal of world peace and collective action before us; it is equally necessary that we recognize, understand, and teach the obstacles that must be overcome before the ideal can be reached. Let us create an optimism based upon an awareness of the value of the goal and an appreciation of the tortuous, arduous path that we must travel before the goal is reached.

How, concretely, can we best accomplish our task? *First*, let us decide what kind of world we want. That will supply us with a standard with which to measure the significance of world events.

*Second*, let us re-assess the validity of some of our concepts. A good starting point would be to re-read the late Carl Becker's *How New Will the Better World Be?*

*Third*, the National Council for the Social Studies, with the aid of the American Historical Association, should prepare unit studies in international problems.

*Fourth*, the teacher of social studies must be well prepared when appointed and must be provided with that leisure and incentive conducive to inservice growth.

IN SUMMARY, a faith based upon an understanding of reality will not be weakened by each set-back. To the extent that we have minimized difficulties in our desire to achieve the ideal quickly, we have contributed to the present pessimism. It is our responsibility to anchor idealism to reality.

JOSEPH E. GERSON

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# Geography As a Field of Knowledge

George T. Renner

**G**EOGRAPHY is mainly concerned with studying human society. Unlike most of the social sciences, geography does not focus its attention upon social processes and institutions, but instead examines human society against its earth background. Another way of saying this is that geography studies the integration of mankind with the natural environment and regards social processes and institutions as merely good and bad devices worked out by the world's many human groups for living in various environments. Some of these processes and institutions are economic, some are political, and some are socio-cultural. This fact, in combination with the emphasis and major interest of the geographer himself, gives rise to the three great branches of geography: economic geography, political geography, and social geography. These three branches will be briefly considered in terms of the three great principles of geography, and then in terms of their practical applications.

## ECOLOGICAL RELATIONSHIP

**T**HE natural environment, as seen by the geographer, consists of some fifteen elements. Seven of these are physical—climates, soils, landforms, surface-water features, coast-zone features, underground waters, and mineral resources. Three of them are biotic—natural vegetation, native animal life, and the realm of microorganisms. Five of them are spatial—relative location, geo-mathematical position, natural situation, areal space, and regional form. These fifteen elements combine to form the natural environment which everywhere constitutes a limitation upon human society—offering encouragement here, hindrance there. Within and upon this natural environment, the geographer sees mankind build-

ing a pattern of works and culture. To the character and quality of the natural environment, mankind locally adapts its pattern of works and culture. This reveals the first principle of geography—the *principle of ecological relationship*. Human society constantly strives to modify its environment but is more often modified by it. Freedom of human choice must always be exercised within the limits set by the environment.

The geographer, therefore, does not regard the group ideals, social motivations, and artistic expressions of other peoples as arbitrary and inexplicable things. Rather, he regards them as usually natural and reasonable in the light of the particular environments that produced them. Men of the seacoast, the volcanic mountains, and the desert basin develop different ideas about painting; men of the sombre sultry tropical forest, the windswept moors, and the wave-battered sea isles make different kinds of music; men of the hot lands and those of colder climes visualize heaven in different terms. The ideal of thrift is desirable in a climate where cold or drought renders half the year unproductive, but it has little or no meaning where nature is productive the year round or where termites or humidity soon destroy surplus crops. The inhabitants of a fertile, secluded valley tend to become pacifistic isolationists, while just as often those of the open plain devoid of barriers tend to develop a militaristic way of life. Such random examples serve to illustrate the many types of ecological relationships that develop as human society adjusts itself to environmental conditions. Inevitably, the things men do, the art forms they create, and even the ideas in their heads are related in greater or lesser degree to their natural surroundings.

**W**HEN the geographer presents the geography of a state or a nation, he employs this same principle of ecological relationship. For instance, when he undertakes to paint a picture of the United States he does so by depicting a trilogy of physical, economic, and human America.

One of the first things about the United States that strikes the foreign observer is its bigness. To the geographer this bigness includes a vast but

It is not often that the specialist succeeds in distilling off the essence of his academic field and expressing it in a few words. This short article was prepared by a professor of geography in Teachers College, Columbia University, at the request of the U.S. Department of State, Office of International Information and Cultural Affairs, for shortwave broadcast to overseas listeners.



orderly pattern of forest, woodland, grassland, desert, rivers, lake surfaces, mineral deposits, and space relation, of plains, mountains, plateaus, and hill country. If the geographer goes a step higher, the bigness also includes a superimposed pattern of tilled land, grazed land, recreation land, the spread of huge cities at strategic points of access, smoking industrial districts on power sites, and the vast network of railways, highways, and airways. In short it presents the variety of economic enterprise, the scale on which things are being done, and the colossal organization of American action. This is presented not as a collection of unrelated activities, but as an orderly pattern overlying and related to the natural pattern of physical America.

This first step from consideration of physical richness and bigness to consideration of economic richness and bigness is then followed by a second step leading to the portrayal of the richness, bigness, and vigor of cultural, civic, and political America. Thus the "American Way of Life" is portrayed as a result of superimposed and intimately integrated social, economic, and physical patterns.

#### REGIONAL DIFFERENTIATION

**T**HE fifteen elements of the natural environment are not evenly distributed over the earth's surface. They are locally arranged in different combinations. This, of course, means that the surface of the earth, whether of a large country such as the United States or of a small country like Britain, is a mosaic of areas that are different from one another. The geographer calls these unlike areas "natural regions."

Man has spread himself and his patterns of works and culture over nearly all the earth's regions. But since these regions differ, man follows different directions in adjusting his living to the environment in unlike regions. Eventually the patterns of human construction and culture which he establishes come to differ markedly from one region to another. This illustrates the second principle of human geography—the *principle of regional differentiation*. Because of the operation of this principle, human society in one region is often quite different from that in another region.

The arrangement of physical barriers and corridors of access over the earth largely controlled the migrations of peoples in past ages. Today, therefore, what races, sub-races, and kiths of mankind occupy any given region is the result of regional differences in the natural environment.

What occupations men find practicable or impracticable are in considerable measure the result of what natural resources are present in any given region. What standard of living people are able to achieve is in no small part a result of the richness of a region's resources. How many people can be supported is also a function of the space, locational advantages, and resources of a region. Thus the race, occupation, status, and numbers of human society are related to the principle of regional differentiation.

#### GEOGRAPHIC READJUSTMENT

**A** THIRD great principle of geography is the *principle of geographic readjustment*. As experience in social living increases, human society tends to evolve from the simple to the complex, from the naturalistic to the conventionalized, from the savage to the civilized, and its industry tends to evolve from the extractive to the agricultural and finally to the fabricative. This evolution is achieved through the growth of technology—consisting in the methods and equipment for harnessing the forces of nature and for transforming natural resources into economic goods. Each advance in technology makes outmoded some of the existing adjustments of society to its natural environment, and makes readjustment imperative. Social improvements and geographic readjustment are, therefore, parts of the same process.

#### THE INSIGHTS OF GEOGRAPHY

**W**HAT does geographical science offer the student? For one thing, it affords considerable insight into human history. It reveals what sorts of areas have been the cradles of civilization. It shows that minerals, soils, grasslands, fisheries, and other natural resources are the materials of human cultures. It demonstrates that waterways, coastal and piedmont corridors, and mountain passes have been the wheel-ruts of human movement, that plains have been the arenas of migration and conflict, that mountains are the museums of past cultures.

For another thing, geographic science often illuminates the problems of society, revealing many of them to be not problems of faulty institutions but of improper geographic adjustment. For instance, the mounting tide of juvenile delinquency in modern cities is usually regarded as the result of too little religion, improper education, lack of youth leadership, or other similar factors. To the geographer, on the other hand, it is seen to be the result of an im-



proper use of regional space wherein youth is removed from direct contact with nature so completely as to render impossible either useful work experiences or constructive play experiences. Similarly, conflicts between nations and cultures leading to war are revealed basically as struggles to possess space and other natural resources rather than mere clashes of ideologies.

#### PRACTICAL APPLICATIONS

GEOGRAPHY has many practical applications. Since this science studies mankind's use of natural resources, the geographer has much to offer the business world in industrial and transportation planning and market analysis. Because his studies focus upon human patterns as they are spread over many kinds of regions, the geographer also understands better than any other the vexatious problems of modern city planning, land-use planning, and regional planning. He concentrates upon the many problems which deal with the use of natural resources and is therefore in a position to formulate programs of reclamation and conservation.

Through his study of strategic locations, pivotal areas, and space relations the geographer offers much to military science, although his recommendations are usually accepted belatedly. He has an even greater contribution to make to the geography of peace. Since his science is often defined as the "strategy of men, land, and resources," the geographer believes that he can devise better solutions for such vexatious problems as Trieste, Austria, Palestine, the Dardanelles, Azerbaijan, or Indonesia, than to leave them to the vagaries of political bargaining. It is a fact,

however, that geographers are more often asked to determine the basic causes of the last war than to supply the pattern for the next peace.

#### CIVIC IMPLICATIONS

FINALLY, because geography studies all peoples in their natural regions and examines all cultures in natural settings, it is in a position to demonstrate the truth that no people's culture or attitude is strange when viewed in its own environment. This truth alone offers any tangible road to any citizenship of the world. We do not become sympathetic by *resolving* to be tolerant. We do so, on the other hand, by evaluating other peoples and cultures in their respective geographic settings.

Modern man lives within three sets of geographical relationships. First are the *local* geographic relationships which seem logical to us because we can see them. Second are the *regional* geographic relationships which we more or less grudgingly accept because we have painfully beaten them out with the hammer of mercantilism on the anvil of nationalism, without bothering educationally to examine them. Third are the *global* geographic relationships which have been dumped upon us by the Age of Aviation and Atomic Energy. These we have too often been trying to understand as political and social phenomena without bothering to study their geographical implications. The geographer believes that our real problem is not one of regulating air power or controlling the atom bomb, but one of mastering our global geographic relationships before we destroy human society through outmoded and impossible provincialism.

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Geographical relationships have changed and grown in importance: Through many centuries the development of new methods of transportation and communication have changed space and time relationships. In recent times technology has made all countries and peoples near neighbors. Climate, geographical location, and resources have very greatly influenced living standards and institutions, as the study of human geography and ecology have made clear. The implications of the distribution of resources and of geographical location for national economics, for military strategy, and for related national policies have been explored in geopolitics. Air travel and air power have introduced new factors in economic and cultural life and in international relations, certain to bring continuing and important changes in society (National Council for the Social Studies, *The Social Studies Look Beyond the War*, November, 1944. P. 25).

# Social Studies Requirements in a New Program for Teachers

Joe Park

A NEW Program for the Education of Teachers" was instituted by the School of Education at Northwestern University in September, 1945. This program was devised to enable the School of Education to provide "the prospective teacher with such opportunities as will make it possible for him to develop those broad understandings and skills which are the significant attributes of the educated citizen as well as the successful teacher."<sup>1</sup>

All students entering this program must enroll as freshmen. Once enrolled, the student devotes one-half of his time to securing a liberal education, three-tenths to work in his chosen fields of specialization, and one-fifth to acquiring professional knowledge and skill. His liberal education is obtained through the facilities of the College of Liberal Arts and its "New Program in Liberal Arts," which went into effect in September, 1944. Only certain parts of the Liberal arts program are used, these being Units 1, 3, 4, 5, 8, 9, and 13 in the diagram reproduced below. Fields of specialization are developed by means of required courses and electives taken in the Schools of Music, Speech, Commerce, and Journalism, and the College of Liberal Arts. Professional education is given exclusively in the School of Education and comprises most of Units 2 and 6, and all of 10 and 14.

A perusal of the diagram will indicate that it is confined to prospective teachers in secondary schools and physical education. Inasmuch as the students entering elementary education have to meet certain additional certification requirements, it was necessary to prepare two separate diagrams. Differences in the diagrams are limited to Units 7, 11, 12, 15, and 16.

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What sort of general and professional undergraduate preparation do teachers need? The pattern recently worked out at Northwestern University is described, with special attention to the social studies requirements, by an assistant professor of education in the University.

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The work in liberal education is identical for students in Education and Liberal Arts. The students in Education and Liberal Arts study the use of English, introduction to science and mathematics, and social studies in the freshman year. Literature and social studies follow in the sophomore, and Unit 9, music, graphic and plastic arts, and philosophy, in the junior year. Work in the fields of specialization is begun in Unit 7 of the sophomore year and continues through the following two years. Professional education is begun in Unit 2. Students preparing to teach a language substitute it for Unit 2, which is postponed.

## THE SOCIAL STUDIES

THE purposes of Units 4 and 8 can most accurately and concisely be stated by quoting from the booklet describing the program:

### *The Bases of Social Life, Unit 4.*

To understand the life he lives and the world he lives in, a member of our society must comprehend the forces to which all societies have to adjust themselves; the range of human institutions, of which our society is but a single expression; and the roots of our system of values, our beliefs, and our accepted modes of behavior. Toward such a comprehension the student is given, in his first year, a body of the fundamental information and a grasp of the methods of analysis he must have if his world is to be made understandable to him. He is taught, as a part of a unified approach, the role of his natural environment; he is made cognizant of the psychological forces that lie at the base of human behavior; he studies the variety of institutions, customs, and beliefs that made for the adjustment of human groups to the world in which they live, and the development of human cultures in prehistoric and earlier historic times. To give him perspective in his view of the historical development of our own society, his attention is directed toward the chief characteristics of the great civilizations of antiquity, and the Medieval and Renaissance periods of European history.<sup>2</sup>

*Modern Society, Unit 8.* The first one-third of this unit continues to trace the development of modern culture from the period of the French Revolution to World War I.

With this background the student, through reading and

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<sup>1</sup> Copies of *A New Program for the Education of Teachers* are available from the university.

<sup>2</sup> *A New Program in the Liberal Arts*, pp. 17-18.

# NEW PROGRAM FOR TEACHERS

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THE NEW CURRICULUM IN DIAGRAM  
For the Education of Teachers for Secondary Schools and of  
Teachers of Physical Education  
[Comprehensive Examination]

## FOURTH YEAR

Tutorial Correlative Reading	Teaching Practicum	Work in Specialized Subject Field	Work in Specialized Subject Field or Elective
Unit 13	Unit 14	Unit 15	Unit 16

## THIRD YEAR

Music Graphic and Plastic Arts Philosophy	The Educative Process	Work in Specialized Subject Field	Work in Specialized Subject Field
Unit 9	Unit 10	Unit 11	Unit 12

## SECOND YEAR

Literature	Education in American Life	Work in Specialized Subject Field	Modern Society
Unit 5	Unit 6	Unit 7	Unit 8

## FIRST YEAR

The Use of English	Introduction to Personal and Professional Development	Introduction to Science Mathematics	The Bases of Social Life
Unit 1	Unit 2	Unit 3	Unit 4

## PLANNING AND PROCEDURE

observation, is introduced to the economic, social and political forces that shape modern society. He is shown the structure of our industrial, technological society, the organization and operation of markets, and the function of the science of economics. He begins to analyze the complexity of the social structures in a great society, to investigate their adequacy, and to see how they reflect contemporary conditions in other aspects of our culture. He observes how systems of government resolve conflicting aspirations and direct their attainment, and explores the role of government in fashioning a peaceful world.<sup>1</sup>

THE detailed outlines of subject matter for the two units are prepared by a general committee which is responsible for instruction in both units. This committee is composed of representatives from philosophy, political science, sociology, economics, history, anthropology, geography, psychology, and education. The repre-

sentative from education was added when the School of Education required all students in the new program in education to take their "liberal education" through the facilities of the New Program in Liberal Arts. The outlines which finally emerge are the results of open and sometimes heated but friendly discussion. In their final form these outlines are complete listings of specific outcomes desired. In addition, the outlines provide lectures to be given, a schedule of discussions, lectures, résumés, examinations. These outlines are mimeographed and are distributed to the students. With these at hand the student can anticipate day-to-day activities.

Four general types of activities are carried on by the students. Meeting as one group, usually on Monday, Wednesday, and Friday, the students listen to lectures, participate in a regularly scheduled résumé or write examinations. Sometimes, if time permits, lecturers set aside five to

<sup>1</sup> A New Program in the Liberal Arts, p. 18.



ten minutes of the fifty-minute period for questions following the more formal presentation. The résumé is usually held before each examination. For the résumé, students are asked to submit questions which they would like discussed. These are read by the group of staff members in charge of the unit and are arranged in a logical order. A staff member acts as chairman of the group, and the other staff members are seated near the front. The discussion begins by reading some student's written question. A faculty member or any student responds. By this discussion further questions and comment are stimulated. The observable results are clarification of student understanding, an occasional refutation of faculty infallibility, and the development of an *esprit de corps*.

Discussion sections are held once a week on Tuesday or Thursday. For discussion, the larger group is broken down into several smaller sections, never larger than fifteen. Each section is under the direction of a staff member who knows his subject, has attended all lectures, and has done the reading. Though it is more expensive administratively, the student profits by this kind of discussion group leadership. The discussion groups use a variety of activities. Students ask questions, outlines are worked out on the blackboard, panel discussions are held, special reports

may be given, or supplementary reading material discussed. Under no circumstances do the staff members use the hour for an examination, oral quiz or lectures. Here the emphasis is always upon student thinking and use of materials read and gained from the lectures.

Examinations are usually a combination of objective and essay questions, with emphasis on the essay. Detailed, unimportant items are eliminated, or held to a minimum, while organization, thought, and ability to express one's self is encouraged. All grades are temporary until the end of the school year. Each student earns twenty-four quarter hours of social studies' credit during the freshman and sophomore years, a teaching minor in several states.

**N**O ATTEMPT has been made to make this appear as a perfect program. All who work in the two units realize certain imperfections. At the same time effort is being made to overcome such shortcomings as lack of appropriate visual materials, lack of continuity, and provision for individual differences. All who have worked in these units, and many who have observed them, feel that the results are superior to those often obtained in freshman college classes. When change represents possible progress, it is deserving of a fair trial.

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A broad general [academic] preparation which will draw on the arts, sciences, and humanities should be provided; it will explore the interrelationships among all fields; it will make for many-sided personalities; and it will serve as a base for special interests.

On the undergraduate level program for preparing teachers of social studies have included courses in the separate subjects together with some courses cutting across subject divisions. . . . Problems of selection and organization of content of history and geography courses and units, the treatment of international relations and world problems, and the materials and methods of studying current affairs need continuing attention in teacher-education programs.

. . . Professional courses need to prepare teachers to understand students and to understand the learning process. These courses should continue to include such elements as: the purposes of education in a democracy; the position of the school in the social order; the curriculum as a whole; human development, including actual case studies; psychology courses closely geared to teaching needs and procedures; courses in the teaching of the social studies; an adequate mastery of evaluation; mental hygiene and personal problems of the individual student-teacher, including guidance for his own immediate problems. (National Council for the Social Studies, *The Social Studies Look Beyond the War*, November, 1944, pp. 36-37)

# Implications of Individual Differences in Social Studies Teaching

Orlando W. Stephenson

NOT more than a decade ago educators in the United States were commonly dividing pupils into so-called "ability groups" according to raw scores made on intelligence tests.<sup>1</sup> It was accepted pedagogical doctrine that the purposes of education in general and those of the separate subjects in particular would be better served if children in school were thus grouped. The last three letters of the alphabet were often employed to designate the mental ranges of the three main intelligence classifications above the moron level. In the "Z" group were put the "slow" or dull boys and girls, those whose IQ's ranged downward from about 90 to the feeble-minded fringe. In the "Y" group were clustered the pupils of "average intelligence," those whose IQ's ranged roughly, from 90 to 110, including the so-called "dull normals," "normals," and "bright normals." In the "X" group were bracketed those whose IQ's ranged upward from 110, embracing the "bright," "very bright," and "genius" grades of youngsters. The pupils in each of these classifications were supposed to have a close intellectual resemblance and to possess like potentialities for academic progress.

How completely some educators were "sold" on the idea of this XYZ ability grouping as a panacea for most educational ills of children and especially for the individualization of instruction is illustrated by a statement of S. A. Courtis: "The use of intelligence tests as an aid to classification in the army during World War I completed the education of the profession and the public alike to individual differences in capacity. Today [1938] it is hard to find a school in which some form of this type of adjustment to individual differences is not accepted practice."<sup>2</sup>

In the social studies, as in most other subjects

of the curriculum, many educators assumed that the principal individual differences in pupils would be adequately provided for if these young people were properly placed in one or another of the three main intelligence classifications. To these educators the practice of grouping pupils in this manner seemed a sound educational procedure, since these studies were thought of primarily as "reading subjects"; there is a high correlation between reading ability and intelligence, and successful achievement in these studies was measured largely by the amount of information a pupil absorbed and held in consequence of making use of his skill in reading.

## FACTORS OTHER THAN INTELLIGENCE

AT THE very time Courtis was speaking, however, other educators had already come to realize that important differences other than those represented by raw intelligence scores and ability in reading also operate to accelerate or retard progress—and that there are more significant objectives to strive for in the social studies than the mere amassing of information. While recognizing the undoubted value of reading to successful achievement, they also realized that most of the major objectives in social studies can be reached through participation in activities having little or no relation to IQ and the power of a pupil to interpret the symbols on a printed page. It was perfectly clear to them, for example, that a pupil's growth in citizenship did not depend solely, or even necessarily, upon the quantity of information he acquired as a result of applying his skill in reading.<sup>3</sup> They said, indeed, that he might make very satisfactory progress along the citizenship road and at the same time possess only meager ability in reading and never

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Ability grouping can neither yield truly homogeneous groups nor serve the major purposes of social studies teaching, concludes an associate professor of education in the University of Michigan.

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<sup>1</sup> S. A. Courtis, "Contributions of Research to the Individualization of Instruction," *Thirty-Seventh Yearbook: The Scientific Movement in Education* (Bloomington, Ill.: Public School Publishing Company, 1938), Part II, pp. 202-203.

<sup>2</sup> *Ibid.*, p. 203.

<sup>3</sup> Walter S. Monroe, *Directing Learning in High School* (New York: Doubleday Doran, 1927), p. 378.

"crack a book." On the other hand, they saw that it would be possible for a young person to possess superior skill in reading and still not make either the kind or degree of progress a pupil should make as a result of his experiences in these studies.

That the existence of these "other differences" was at least partially appreciated is evident from two pertinent questions propounded at that time by W. S. Monroe: (1) "What are the nature and magnitude of the significant differences that exist among the numbers of typical groups of students?" and (2) "How may the teacher ascertain the nature and magnitude of the individual differences that exist among the members of a class?" Monroe does not give a definite answer to either of these important questions, nor has anyone given a completely satisfactory answer to them since they were first asked. Nevertheless, if classroom instruction is to be adapted to such individual differences as may exist among the members of a typical group of pupils, then both the nature and magnitude of these differences must be understood and taken into consideration.

But the extent to which individual differences should be taken into account in teaching the social studies, and the methods employed, are limited by the major objectives that the teacher of these studies should strive to attain.

#### GOVERNING OBJECTIVES

SINCE the scope of the social studies, dealing as they do with human relations, is nearly as broad as life itself, the fundamental purpose in teaching them differs little from that of education in general. Teachers of the social studies should, therefore, have in view for each pupil the achievement of informed, worthy, efficient, democratic citizenship in both private and public life. The teachers of these studies are obligated to direct and guide pupils through activities which will provide them with the kind of experiences they will need for their personal and civic progress. Major objectives, common to all students regardless of individual differences, may be stated concisely as follows:

1. To develop those traits of character, social attitudes, special skills, and habits of thought and action which are essential to wholesome group life and to worthy, efficient citizenship.
2. To help the pupil acquire a body of information which will function in his daily living and which will form the basis for the further understanding and appreciation of the various relationships and aspects of present-day life.
3. To help the pupil acquire an understanding and an appreciation of such past social, economic, and political events, problems, processes, and achievements of mankind as will enable him to understand and appreciate better the

events, problems, and processes of his own times.<sup>4</sup>

4. To help the pupil understand and appreciate the influence of natural environment on man's activities and ways of living.

5. To provide the pupil with experiences in worthy group living.

6. To provide the pupil with experiences in problem solving and in critical, reflective, and logical thinking.

7. To provide the pupil with experiences that will improve his habits of study and work and his personal and social abilities and skills.

#### RANGE OF DIFFERENCES

NO TEACHER could possibly discover all of the peculiar characteristics, abilities, and skills of any one pupil, or assign all of the reasons why so many differences exist among the members of a typical group of students in the social studies. Ernest Horn, however, supplies some of the more significant of these reasons:

The students in this total population vary in intelligence from feeble mindedness to genius; in economic status, from extreme poverty to extreme wealth; in environment, from the isolated fringe to the congested area in the city, from communities that are wholly American to those that are almost foreign, from neighborhoods whose pattern of life encourages good citizenship to those that encourage lawlessness; in home surroundings, from luxurious to destitute; in social outlook, from rich opportunities that seem reasonably assured to faint hopes of success . . . ; in educational opportunities, from facilities of the most restricted nature to those almost unlimited in their possibilities.<sup>5</sup>

Because of these variations in background, no one pupil will be exactly like any other pupil with respect to such factors as traits of character, social attitudes, patterns of behavior, conduct, social sensitivity, attitudes, adjustment, maturity, social competence, emotional balance, judgment, sense of values, intelligence, power of retention, natural talents, mental and motor skills, knowledge, insight, understanding, aptitudes, range and nature of interests, liking for social studies content, or the degree to which he has been democratized. Moreover, no pupil will be exactly like any other pupil with respect to his ability to participate successfully in any one

<sup>4</sup> See, in this connection, Karl W. Bigelow, *The Social Studies in General Education* (New York, Appleton Century, 1940), p. 112, and Charles A. Beard, *A Charter for the Social Sciences in the Schools* (New York: Scribner's, 1932), p. 7.

<sup>5</sup> Ernest Horn, *Methods of Instruction in the Social Studies* (New York: Scribner's, 1937), pp. 40-41. See also Lavone Hanna, "The Extent of Individual Differences," in Edward Krug and G. L. Anderson, Eds., *Adapting Instruction in the Social Studies to Individual Differences: Fifteenth Yearbook of the National Council for the Social Studies* (Washington: 1944), Ch. II, and Kai Jensen, "An Interpretation of Individual Differences," in *ibid.*, Ch. III.



of the almost limitless number of activities the teacher will employ for the purpose of providing the special experiences he will need if he is to make maximum progress in the direction of worthy personal and civic living. Thus, the individual differences that exist among the members of a typical class in the social studies will be revealed by the degree of skill with which the several members perform each one of the vast array of activities by means of which the objectives in the social studies are achieved.

#### RELATION OF DIFFERENCES TO SKILLS

SINCE obtaining a body of useful information is included among the major objectives of teaching the social studies, the pupil will need to cultivate skill in the use of most, if not all, of the special library aids which have been devised to facilitate the task of locating information.<sup>6</sup> Individual differences exist, of course, with respect to the varying degrees of skill with which pupils evaluate, extract, and verify information. The techniques a pupil will employ may call for rapid skimming of printed material, or more careful reading and consideration of the facts found as to reliability, relevancy, adequacy, and importance. He may gather information, not only from the printed page, but from interpreting maps, graphs, cartoons, charts, pictographs, pictograms, drawings in black and white, lantern slides, filmstrips and other "stills," and moving pictures, both silent and sound. On the other hand, he may obtain desired data from the direct observation of persons, places, objects, situations, circumstances, processes, and human activities. He may get it, also, as a result of listening to radio programs, readings, sermons, lectures, interviews, conversations, discussions, debates and other forms of oral discourse. Every pupil differs from every other pupil in his ability to acquire information through the use of all of these techniques as they are applied to the several sources from which information in the social studies may be derived. It should be noted, moreover, that the skill in performing any of these techniques increases every time it is correctly employed.

The information a pupil gathers, by whatever method, will have little personal or social significance unless it is properly classified, arranged,

synthesized, and put in some kind of readily understandable form. Thus the pupil will need experience in generalizing, in drawing correct inferences, in giving concrete examples of his generalizations, and in comparing his results with previous conclusions and preconceptions. If these experiences are obtained, they will help him convey his ideas by means of the same forms of expression from which he derived these ideas: graphic representations, the various types of oral and written expression, and to a certain extent through impersonations and dramatizations. At any given time no two pupils of a typical class will be in possession of identical elements of information, nor will any two of them have equal ability in verbal manipulation or skill in managing this information.

How much progress a pupil makes in the techniques of acquiring and expressing social learning will depend upon his habits of study and work. Pupils differ greatly in the matter of such habits. Some budget their time, begin tasks promptly, attack them vigorously, concentrate upon them closely, and stick to them until they are completed. On the other hand, whatever their intelligence, all too many pupils have never made these habits their own or have done so only in part. Similarly, some pupils early acquire the habit of using library aids for locating information, while other pupils either do not cultivate it at all or do so with no more than two or three of these aids.

#### SCHOOL DEMOCRACY FOR ALL

THE social studies classroom not only offers excellent opportunities for training in the kind of skills we have already described, but it offers fine opportunities for experiences in democratic group living.<sup>7</sup> Individual differences among pupils will be revealed by the varying degree of success with which each pupil participates in these activities. The information they have obtained can be drawn upon and presented during class discussions and debates. The members of the class can decide for themselves as to the merits of the evidence as it bears upon problems, issues, and controversial questions under consideration. They can get experiences in leadership, from time to time conducting their discussions according to accepted rules of parliamentary practice. They can think cooperatively, plan ways of getting

<sup>6</sup> See H. T. Morse and G. H. McCune, *Selected Items for the Testing of Study Skills* (Washington: National Council for the Social Studies, 1940) and its bibliography, pp. 70-72; also H. T. Morse, "Providing for Individual Differences in Teaching Social Study Skills," in Anderson and Krug, *op. cit.*, Ch. XII.

<sup>7</sup> V. T. Thayer, *The Social Studies in General Education* (New York: Appleton, 1940), p. 55; Educational Policies Commission, *Learning the Ways of Democracy* (Washington: National Education Association, 1940).

their work done, and carry out their plans along lines agreed upon by the majority.

Pupils can, if they wish, devise a form of government for their class, write their own charter or constitution, and get practice in preparing and filling out ballots, petitions, and other papers citizens commonly have occasion to use. They can choose judicial officers to settle their disputes, to speak for them and make new "laws." They can even tax themselves if it becomes necessary to raise a sum of money. In a word, they can get experiences which will help them understand and appreciate the work of the three main branches of American government, and they can participate in activities similar to those carried on by our citizens everywhere.

#### FUTILITY OF INTELLIGENCE GROUPING

IT WILL be seen from all we have said that to divide pupils in the social studies into groups according to scores made on intelligence tests is a practice that should be condemned by every person who appreciates the true purposes of American education. Enlightened educators know that the major objectives in the social studies, and most of the minor ones which these embrace, can be attained whether pupils are so grouped or not. They know that almost any pupil, whether dull, normal, or bright, can find a worthy life purpose, become socially well adjusted, and learn to live according to the precepts, principles, and ideals of the American way of life at its best quite as well in one intelligence classification as another. On the other hand, they know that to put a pupil in a particular "homogeneous" group is no guarantee that he will make the most of his potentialities and opportunities and become a worthy, efficient, democratic citizen. They know that nothing could be farther from the truth than the statement, made as long as three decades ago, that the use of intelligence tests "completed the education of the profession and the public alike to individual differences in capacity."

As the preceding paragraphs imply, this word *capacity* must be broadened to apply to the ability of a pupil, not only to read, but to participate successfully in *each* of the great variety of activities which provide the special experiences by means of which valid objectives in the social studies may be achieved. This ability will be no greater and no less, no matter what the intelligence range of the other pupils may be with whom he may be grouped. Furthermore, the

initial skill a pupil may have at the time he first undertakes one of these activities does not depend upon his intelligence, necessarily, nor does the increase in skill which comes subsequently as a result of engaging in that activity depend upon his native mental power or the particular intelligence group of which he is a part.

Moreover, desirable traits of character, wholesome social attitudes and social worth can be developed quite as successfully in a group of pupils whose IQ range is, say, from 80 to 90 as they can be in a group of pupils whose IQ range is from 90 to 110 or from 110 to 150 or more. A pupil will not make any more rapid progress in learning to locate information for being classified as a "Z" than he will for being classified as a "Y" or an "X." Similarly, he will not learn any faster or better the techniques of extracting, organizing, and expressing social learning as a result of such an arbitrary classification. It is true, too, that a pupil's habits of study and work will be no better and no worse merely because of being put into one intelligence group or another; and the cultivation of these habits can be achieved quite as well in one intelligence classification as another. In a word, the desirable outcomes of teaching the social studies can be realized without dividing pupils into any such "ability groups." Finally, the principal individual differences among pupils both in number and magnitude still remain even if they are divided into so-called homogeneous groups.

There are other sound reasons why pupils in the social studies should not be divided into any such groups. A social studies class should be as completely homogeneous as a representative cross-section of American society might be. In this democracy of ours, if a person is to be well adjusted and socially competent, he must learn to live worthily with all kinds of people, rich and poor, and those of varying social, religious, and political views, regardless of intelligence. He has a right to the stimulus, inspiration, and assistance which other persons with whom he comes in contact can give, whether better or less well informed than he and whether of lower or superior intelligence. The typical social studies class should provide experiences in wholesome group living and should further the pupil's progress along the citizenship road. If it succeeds in its main purposes both the personal and the public living of the pupil will be improved and the ideals and principles of democracy will be preserved.

# A World Affairs Laboratory

William P. Tucker

SINCE war begins in the minds of men," as the UNESCO charter so aptly put it, "it is in the minds of men that the defenses of peace must be constructed." One of the most promising avenues for approaching this goal is through international intercollegiate contacts. Approaches thus far used have been through exchanges of students and teachers, educational missions sent abroad, and international conferences of students and teachers. The last of these seems to be the most fruitful for nearby schools in adjoining countries.

A pioneering venture of this kind is in its seventh successful year for two Mid-West colleges (Macalester College of St. Paul and United College of Winnipeg), and is now being considered by United States-Canadian border colleges farther west. This annual student laboratory for international problems meets in alternate years at the two colleges.

## SIX ANNUAL CONFERENCES

THE sixth annual meeting, held at St. Paul, in November, 1946, dealt with national ideologies and the prospects for world order. The spotlight was focused on crucial problems facing the current session of the United Nations General Assembly.

The first annual conference (in 1941) discussed "The Western Democracies in the World of Today," seeking to promote better understanding between college students of the two countries and to analyze the common problems of such countries in order to achieve better international cooperation. Political and economic sections studied common problems in these respective fields. Against a common political and cultural background, the resulting similarities and diversities of political evolution were considered: the

Dominion-Empire relationship and United States political history; the nature of federalism in the two countries; and their joint political, military, and economic support for democracy in beleaguered Europe. The role of geography, natural resources, and economic development in Canadian-American relations of the present and future were considered.

The second annual meeting, held during our full involvement in the war, re-emphasized the political and economic interdependence of the two democracies with the theme "Our Common Purpose and Interest." Successive sessions discussed the background of separate statehood of Canada and the United States, how the two could effectively cooperate in the war effort, and collaboration in the postwar era. The third annual meeting also discussed postwar cooperation between the two countries.

The fourth conference dealt with certain socioeconomic problems, including the relation of racism to the current war and pressing social and economic problems of the postwar world.

The fifth conference (1945) dealt with problems of the peace in the Pacific. The impact of Western civilization on the Orient and the postwar status and role of China and Japan had special emphasis; while the respective interests of the major powers in the Orient were candidly discussed. The necessity of a strong world organization was assumed. Both groups feared the consequences of Russian-Allied distrust, feeling that it was more widespread in the United States than in Canada. Immediate re-orientation of policy toward the Orient was urged—an end to exploitation of the East. Demilitarization, re-education, and the return to a healthy and balanced economy were urged for Japan. It was felt that the United States was giving insufficient support to Japanese liberal elements, possibly through fear of giving indirect aid to the rise of a Russia-oriented Japan. Likewise, the feeling was rather general that American policy in China was divisive in terms of a liberal democratic future. Strong support was registered for adequate developmental loans for the Orient through the International Bank, free from Great-Power politi-

This report of annual conferences on international relations of undergraduates in United College, Winnipeg, and Macalester College, St. Paul, comes from the director of the library, who is also professor of political science, in Macalester College.



cal control. A speedy end to colonialism in south-east Asia was urged.

THE sixth conference, which was held last November at St. Paul, dealt with political ideas and forms of government, trends of significance in the major countries affecting the future of peace, and the prospects for world organization. These topics were discussed at successive half-day general sessions.

The session on ideas and forms of government considered first certain basic values sought by government, such as: individual freedom vs. authority, laissez faire vs. social planning, local autonomy vs. centralization of power, civil liberties, and ethics and power politics. After laying such a groundwork, the delegates discussed the forms of government most likely to achieve these values and to achieve economy and efficiency in government, an "effective" foreign policy, and popular participation in government.

The session on major trends likely to affect world peace considered in turn trends under the following categories in Russia, Britain, the United States, and Canada: domestic political thought and practice, foreign political affairs, the domestic economy, and foreign economic relations.

The final session, on the prospects for world organization and peace, considered first the United Nations set-up—its structure and functions, the related agencies, and comparisons and contrasts with the League of Nations system. This was followed by criticisms of the United Nations set-up and suggestions for the future—an improved UN, world federalism, etc.

#### GROWTH AND VALUES

AN OBSERVER at the early conferences was reminded of Raymond Clapper's remark that the intelligence of the American public should not be underestimated nor its information overestimated. Both points applied to the delegates of the first conferences, especially to the American delegates. At the early conferences, each group tended to view the other with curiosity and some apprehension; but as time passed each took the other for granted, forgot "national" difficulties, and divided (when they did) on intellectual bases. The delegates to the conferences of the last two or three years have been increasingly well informed and have shown an increasing degree of political sophistication. For example, at the last conference there was more or less consensus on such points as the following: that the trend

toward increased social planning is inevitable and desirable, requiring only to be intelligently guided and made democratically responsible; that foreign policy is highly dependent upon domestic conditions; that "free enterprise" in the United States may be receiving its last chance to succeed; that the American policy in China has been bad; that American management of the atomic bomb has been bad; that the Big-Power veto in the UN is still necessary; and that the UN's chances for success are better than were the League's.

It is hard to view oneself or one's country from the vantage point of an outside observer, but these annual Canadian-American student conferences facilitate the achievement of that essential ingredient of international understanding. Here, the clash of ideas has promoted clarity of thought and expression and a greater appreciation of the potential contributions of the social sciences. There have been few tendencies to regard the two college delegations as rival debate teams attached to respective "national" views.

One reason for this relatively detached view may lie in the student preparations which precede each annual session. The groundwork for each autumn conference is laid on the two campuses during the preceding spring, when eligible students choose various aspects of the next fall's subject for study during the summer. Between September and the time of the conference in November, these students and faculty advisers hold weekly meetings, discussing in detail the points on the conference agenda in an atmosphere similar to that of the informal roundtable sessions of the conference itself. Viewpoints of the other delegation are anticipated, insofar as possible, and evaluated. Thus, these meetings serve as a dress rehearsal for the annual conference.

The mechanical details are largely handled by committees of the student delegates, since the conference is essentially a student affair. These projects begin with planning the program, determining criteria for eligibility of delegates and alternates, outlining and carrying through the weekly pre-conference study meetings, and arranging the many and important details of the conference itself—food and quarters for visiting delegates, entertainment, publicity, conference recording and reporting, etc.

These annual conferences have succeeded in arousing and sustaining interest in international affairs on the two campuses and in stimulating interest in developing similar projects on other campuses; and all those concerned hope that such a program will continue to spread.

# Can We Learn from History?

René Albrecht-Carrié

**D**URING the First World War, German soldiers indulged in the pastime of cutting off the hands of little Belgian children. So we were told. Civilized mankind must unite in repelling the Huns. But perhaps Germans and Huns were not quite synonymous, and the responsibility for such behavior, as for the general assault upon civilization of which Germany was guilty, should be laid at the door of the Kaiser and his Prussian retinue. At the very least, we must destroy Prussian militarism and thereby "make the world safe for democracy." It was "a war to end war." So, again, we were told, and largely believed. A charter was proclaimed for mankind: the Fourteen Points were the blueprint for the future.

The war ended and peace was made. In America, the broad feeling about the Huns and their atrocities had no deep roots and did not long survive the end of fighting. Moreover, had not the Germans themselves expelled the Kaiser and his clique and set up a democratic republic, latest and most streamlined model of its kind? Upon cooler and closer investigation, the evidence for the hand cutting story proved impossible to substantiate. More and more things that we had been told turned out to have been either downright falsehoods or at least wilful distortions.

Could we have been deceived? Ought we not to re-examine the whole basis of our intervention? We did. And what did we find? Our future allies were in bad straits in 1917 and their financial backers on this side of the ocean became concerned for the safety of their own investments. Much pressure was exerted by them to push us into the war. Our manufacturers were doing handsomely with the war trade. What if allied

resources should become exhausted? They too wanted war. Perhaps farmers and labor had no insuperable objection to high prices for wheat in one case and well-paid jobs in industry in the other; that, however, could be overlooked. In the general disillusion and search for scapegoats, these had to be concrete and clearly identifiable; you can see a picture of J. P. Morgan, but the generalized farmer is an abstraction. The Germans no doubt had been pretty highhanded on the high seas; but then had not the British, too, in their way? And did not the *Lusitania* carry ammunition after all? Yes, our position should be re-examined; perhaps the idealistic Mr. Wilson—assuming that he was such—had yielded to wholly unidealistic pressure from interested groups.

**T**HE more we thought, the more we read, the less did it seem possible to escape the conclusion that our participation in the war had been a mistake. We had been deceived by a combination of foreigners working hand in glove with American money interests. We, as a nation, had no real stake in the quarrel; neither were we directly threatened. Our idealistic approach had become a mockery. After a short-lived interlude of optimism, this very democracy which was to have been made safe through our intervention seemed less secure than ever over a good deal of our globe. As to our associates, the British, as usual, had managed to make away with the best of the enemy's colonial possessions; the French, forever bleating about their security, were using this as a pretext to maintain their supremacy on the European continent. Both, equally ungrateful for our rescue, would not even repay their debts.

Even that was not the end of the road to complete disillusion. The famous war guilt clause of the treaty of peace with Germany could be construed as resting the whole structure of the peace on the assertion of German responsibility for the aggression of 1914. An unprecedented opening of diplomatic archives immediately followed the cessation of hostilities. The forty-odd volume collection of the *Grosse Politik* and its counterparts

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A professor of history in Barnard College surveys the twentieth century and concludes that "if there is a lesson in the history of our time it is . . . that there can be no substitute for dispassionate and critical thinking."

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in most of the former belligerent countries<sup>1</sup> offered a unique opportunity for scholars and historians. Much sound scholarly work was published, but even scholars may be influenced by emotions.

One thing was clear even upon cursory investigation of the evidence that had become available: the clear and comforting separation between angels of light and of darkness was no longer tenable. It was a case at best of evaluating different shades of grey, a delicate task under any circumstances. A strong moral urge to redress the balance of justice entered the situation, especially marked among British and American historians.<sup>2</sup>

Thus arose the "revisionist" school. It did much solid work, but also a good deal of damage. The popular mind could not be expected to go into the fine details of diplomatic chicanery; under the influence of the above-mentioned resentment, this popular mind tended to be content with finding in the work of historians merely additional evidence that advantage had been taken of its good faith. Perhaps the fitting climax to this reversal was Professor Harry Elmer Barnes' *The Genesis of the World War*, which boldly abandoned the earlier thesis of German guilt in favor of a Franco-Russian plot.

The disillusion produced by an aftermath of war, supported by the weight of responsibility lent by academic prestige, gave rise to the widespread attitude of cynicism typical of the greater part of the period between wars. How could one talk of moral values when they had been so unscrupulously abused? The very mention of the term must be sufficient reason to suspect the motives of whoever was so unwise as to make use of it. We became all-knowing and wise, impervious to the wiles of politicians and statesmen; we had learned our lesson. There were no distinctions between good and evil, between aggressor and victim. Cynicism passed for superior wisdom and relieved one of responsibility for critical judgment.

<sup>1</sup> Italy was the outstanding exception in failing to open her archives, thus depriving the world of much interesting and valuable information. Her motives in adopting this policy were several, but one of them was the sound realization that the debate centering around the war guilt controversy was attended by much unreality and lack of perspective.

<sup>2</sup> The Russians, too, entered the fray; they were in fact the ones who initiated the opening of archives. Their approach, however, was less scholarly than Marxist, their chief concern being to furnish evidence of the common wickedness of capitalistic and imperialistic governments.

THE Nazis and their fantastic ideas and deeds were a bit difficult to fit into the pattern of indifferent complacency. But perhaps much, if not all, that we heard about them was that same propaganda to which we had become inured. And even if the Germans were going berserk, was not that to be blamed on the treatment which had been unjustly meted out to them, on the neurosis which humiliation had induced in a proud people? However much we might disapprove of specific acts of violence and persecution—assuming that they were not misrepresented—one thing was certain: whatever might happen across the ocean was none of our affair. To make our position clear we enacted legislation ranging from the petty vindictiveness of a Johnson Act to the uncomfortable and futile squirmings and gyrations of a succession of neutrality acts. If we only could, we would have legislated ourselves beyond the reach of the rest of this unpeaceful planet.

By the time war broke out in September, 1939, it was still more difficult to maintain the serene impartiality of indifference, all the more reason to guard against the sway of emotions. A vocal, but small, minority frankly advocated assistance to the British and the French, but the real temper of the country was better expressed by the slogan "The Yanks Are Not Coming." The defeat of France was somewhat of a shock. The reported statement that our frontier was on the Rhine had aroused a storm of indignant protest. But, in view of June, 1940, could there be any truth in it? Just in case, we would strengthen our defenses. The Selective Service Act was put through. The isolationist-interventionist debate, at bottom a wholly unreal discussion of whether or not we were part of this world, went on interminably. When the bombs fell on Pearl Harbor the debate was still going on full blast. The hulks lying in Pearl Harbor made it difficult to keep on maintaining that we need have no contact with the outside world; at most one could bemoan the perversity of this world for refusing to accept our view of the matter.

WE FOUGHT the war and, with our allies, won it. The task of organizing our resources for the purpose of waging war was on the whole remarkably well handled; great as it was, it was a comparatively simple task for we had before us a clear and definite objective, albeit a destructive one. That could not have been otherwise: the first requirement of war is military victory. But war-making is an essentially negative enterprise. Defeating the enemy prevented him



from organizing the future in accordance with his desires and gave us the possibility of substituting our own solution for his. What have we done so far with the opportunity? It may be of interest to cast a brief glance at our handling of two among the most important problems that confront us, the German and the Russian.

In 1919 the French were the staunchest advocates of a severe peace for Germany. We thought them rather too drastic. By 1945 we seem to have been largely converted to the French view of the German danger. Germany must be rendered militarily impotent. If Germany were really a menace, the thing to do was to cut the evil at its root, its war-making capacity. In deference to other urgings there was also talk of re-educating the German people, but that aspect of the matter has been receiving increasingly little attention. Our initial approach was an illustration of the simple fallacy that, having been mistaken twenty-five years ago, we must now adopt the opposite course. Granting that our estimate was mistaken then, it is nevertheless true that some of our criticisms of French policy were well founded. Actually the mistake, now as then, consisted in focusing on a single aspect of a problem that has many facets, security being but one of them.

What has been the result? At much cost to the American taxpayer we have been relearning the hard economic facts of the German situation and the place of Germany in the European complex—until we stand in danger of going to the opposite extreme. No one has been a more thoroughgoing exponent of these realities than Mr. Hoover. He has said and written some very able and sound things on the subject; but it might be well to remind him and his followers that too exclusive a concentration on the German aspect of the problem runs the risk of arousing the political susceptibilities of Germany's neighbors: the French, the Poles, the Russians, and others. That is why some of our seemingly most reasonable—even generous—proposals are scrutinized with such suspicion abroad. To say that the German problem is complex is an obvious platitude, but if experience teaches us anything it is precisely this, that the various aspects of it cannot be dealt with in isolated fashion.

THE German question is one over which we have been unable to agree with Russia, although that particular problem is but a part of the much broader issue of our relations with that country. Curiously enough, despite great differences, there is a similarity between the current

Russian outlook and the French position after the First World War in that fear motivates both.

The American view of the Soviet Union has, over the last decade, undergone violent fluctuations rooted in emotion rather than calm judgment. The commonly accepted picture of Russia before 1941 was neither inspiring nor impressive. But with the failure of Germany to destroy Russia militarily, and especially after the turning of the tide at Stalingrad, Russia's stock began, with much justification, to soar. What is interesting to observe is the widespread reversal which took place in regard to matters wholly unrelated to power along with the very just respect that the evidence of Russia's power had earned for her. For example, the general reaction to the initial Russian occupation of eastern Poland and the Baltic states, and especially to the first Russo-Finnish war, was one of indignation and resentment. It is still too early to pass final judgment on the events of 1939 in that part of the world. Was Finland at that time "brave little Finland," rightfully defending herself against wanton aggression, or was she even then a fascist state in disguise, a willing tool of Nazi designs to come? Much ink has flowed and more will continue to be spilled over that issue. Either—or neither—view may be correct, but very little, if any, substantial new evidence has come to light to change the basis of our judgment.

After the wartime enthusiasm, bolstered by propaganda, our relations with Russia, since 1945, have notably deteriorated. It might be well to consider that it is we who have been rather mercurial in our changing feelings, while the Russians have shown a great deal of consistency in their behavior. The issue is not which view is right or wrong, but whether the bases of our opinion are any more solid than they have been in the past. Russian power is one thing; the rights and wrongs of any particular issue, especially if we think of our position before the rest of the world, quite another. The two are distinct.

THIS has been largely criticism. In fairness it should be said that there is among us willingness to learn. But time may be running out and willingness to learn, while essential, is not sufficient. Whether it be Russia or Germany, which have been used as illustrations, or a host of other issues that could be cited, if there is a lesson in the history of our time it is not so much that this or that specific nostrum is good or bad, but that there can be no substitute for dispassionate and critical thinking.

# Human Beings and the TVA

William Nosofsky

PEOPLE are the most important fact in resource development. . . . The human resources of this valley are its greatest asset and advantage." So declares David Lilienthal,<sup>1</sup> who was by no means unaware of the importance of natural resources—of soil rebuilding, reforestation, of flood control, and development of hydroelectric power. But, as Lilienthal also comments, "a fundamental change in resource development then must begin at the beginning, *in the minds of men*, in the way men think and, so thinking, act."<sup>2</sup> How has this transformation of human minds—and human lives—been accomplished?

## FROM FEAR TO FAITH

THE TVA has built more hopeful, more emotionally secure, and more positive personalities. "The more poverty-stricken the people, the more difficult it is to get them to break away and seek better economic conditions. They are afraid."<sup>3</sup> Thus wrote W. S. Anderson of this region in 1931. The people of the region were poverty-stricken—and afraid. In the words of R. L. Duffus, "There was restlessness, a sense of loss, a doubt of the future."<sup>4</sup> With the coming of the TVA, however, greater economic security was brought to the people. Per capita income increased in about a decade by more than 100 per cent. New private industries were started, moribund enterprises were brought back to life, people bought more. Partially in the wake of this improvement of economic conditions, a change took place in the minds and hearts of the people.

Before the dams were built, there was fear and insecurity with regard to the yearly floods—a fear and insecurity which people not close to the scene could hardly appreciate. There is no longer this destruction of property, the suffering, and death, and the people are safe. Then, too, the acquisition of countless needed skills and knowl-

edge has also led to a greater sense of self-reliance and self-respect. And finally, there has been a growth in faith, in the belief that nothing is impossible. Farmers who have seen their homesteads transformed, unbelievably, come to feel, as Lilienthal has said, "it *can* be done."<sup>5</sup>

Duffus writes: "There is a hopeful atmosphere in whole communities that once seemed deep in weary resignation."<sup>6</sup> The *Daily of Decatur*, Alabama, commented editorially on May 18, 1943: "The people are no longer afraid. They have caught the vision of their own powers."<sup>7</sup>

## BUILDING DEMOCRATIC PERSONALITIES

THE TVA has helped to build more democratic personalities. By utilizing grass-roots methods, a decentralized approach which involved as many people as was and is possible, the TVA has tended to realize the implications of the phrase, "a government by the people." It has stimulated self-activity, self-participation, self-education—processes which lie at the heart of the democratic life. Farmers, workers, and businessmen have been given opportunities to participate in the making of decisions. Citizens in the region have been brought into greater contact with local, county, state, and federal agencies. It is only when we realize that this region has traditionally been a citadel of individualism that we can appreciate the importance of the patterns of cooperative thinking, planning, and doing which have and are being woven into the psychological structure of the people. There has been cooperation between experts and the people, between the experts themselves, between administrators, experts, and the people, between federal, state, county,

<sup>1</sup> *TVA—Democracy on the March* (New York: Pocket Books, 1945), pp. 84, 42.

<sup>2</sup> *Ibid.*, p. 83.

<sup>3</sup> Quoted by C. L. Hodge, *The Tennessee Valley Authority: A National Experiment in Regionalism* (Washington, D.C.: The American University Press, 1938), p. 58.

<sup>4</sup> R. L. Duffus, *The Valley and Its People; A Portrait of TVA* (New York: Alfred A. Knopf, 1944), p. 54.

<sup>5</sup> *TVA—Democracy on the March*, *op. cit.*, p. 241.

<sup>6</sup> R. L. Duffus, *op. cit.*, p. 37.

<sup>7</sup> Quoted in *TVA—Democracy on the March*, *op. cit.*, p. 43.

A teacher in Public School 129, Brooklyn, has appraised the effect of TVA on the people of the Valley, and especially upon their attitudes and ways of thinking.

and local officials, between rural and urban areas, between this and other regions.

#### CRITICAL THINKING

THE TVA has helped to create more democratic and critical political attitudes. First and foremost, it has striven to make the phrase "government for the people" a living reality. In all of its activities it has placed the general welfare of the majority of the people before everything else; the people of the valley have begun to think in terms of the general welfare. Mr. Barrett Shelton, publisher of the *Decatur Daily*, stated on May 8, 1945: "TVA has taught us—this was by example—that we couldn't build our town at the expense of some other town. We belong to the valley and we figure now the valley belongs to the country."<sup>8</sup>

The politicians are learning that "no politics is good politics"—at least as far as the TVA is concerned. Political leaders who recommend an expert, non-political administration of the TVA recognize that they can obtain more support in this way *because the people prefer this type of administration*. The people are beginning to judge governmental activity by its efficiency and not in terms of its political complexion.

They are also learning, in the words of Oliver Wendell Holmes, Jr., "to think things, not words." They are not easily frightened by the shibboleths of "States' Rights" or "State Socialism"; they have seen the benefits which have come to them without the loss of one of their liberties.

The TVA has, furthermore, built a stronger foundation for the political structure of democracy by demonstrating that faith in the potentialities of human beings is not mistaken. A visitor to the region in 1933 might easily have left with grave doubts regarding the ability of the people to participate in democratic government. But, as subsequent events have shown, there was nothing wrong with the human stock; only the opportunities were lacking. The TVA provided those opportunities and the people proved their worth. Needless to say, people who feel their own worth experience less need to receive an awareness of their worth from any would-be "Fuehrer" who might attempt to gain their support through spurious nationalistic slogans.

Into a region where unionization has traditionally been regarded with hostility, the TVA brought a progressive attitude toward labor relations. The workers of the valley have seen

unionization encouraged, have participated in labor-management committees, have sat in on annual wage conferences, and have taken part in various training programs. Such experiences, in strengthening the pillar of economic democracy, have made the political structure of democracy all the firmer.

The TVA has also gained the support of businessmen for the idea that the region must be developed for the good of all. A poll conducted by the *Nashville Tennessean* among businessmen, county officials, and leading citizens revealed a spirited acceptance of the TVA. According to Lilienthal, "it was the businessmen of the Tennessee Valley who became the most active participants in the development of the river's navigation."<sup>9</sup> Because the TVA has been able to weld a union of the public and private interests, the sights of businessmen have been widened.

And finally, the people of the valley are becoming acquainted with the problems of other people, people on the Yangtze, the Danube, the Amazon—and the Missouri. They are learning that people everywhere are facing similar problems set by land, water, minerals, and forest, that people everywhere wish to learn from their experiences. In the long run, such experiences cannot fail to develop a broader national and international outlook.

#### SCIENCE SOLVES PROBLEMS

THE TVA has brought science closer to the lives of the valley people. Into an area backward in its application of science to agriculture, the TVA has brought the light of science to bear upon the problems facing the farmer. The technical knowledge had been previously available, but only in a generalized form, one which was remote from the farmer's individual problems. Moreover, this knowledge had to be unified before it could be used on a particular farm. Translated by the TVA experts into specific recommendations for particular farms, however, it was made widely available to farmers. The scientific approach became something tangible and close. "There, on that land, the farmer would see how science affected his own daily life."<sup>10</sup>

On over 20,000 farms, farmers under the sponsorship of the TVA have been carrying on a demonstration of modern farming centered around a more scientific use of phosphate. These farmers have been participating in a large-scale experiment. "The farmer has seen what science

<sup>8</sup> *The New York Times*, May 8, 1945.

<sup>9</sup> *TVA—Democracy on the March*, op. cit., p. 115.

<sup>10</sup> *Ibid.*, p. 93.



can do for the land, what it can do under his own roof-tree, what it can do in his community among his neighbors."<sup>11</sup>

The TVA has also stimulated the invention of new technical processes and equipment. It has developed a refining method which makes kaolin useful for American potteries. It has cooperated with the University of Tennessee in producing a quick-freezing process and machine for preserving strawberries. It has invented electric hay driers in barns. These are only a few of the numerous new processes and inventions which have come as a result of the TVA's great impetus to scientific invention for social use.

#### EXTENDING CULTURAL HORIZONS

THE TVA has extended the cultural horizons of the people of the valley. The Tennessee Valley region has always had a large proportion of illiterates, with poor educational and cultural facilities. The TVA attacked this problem, too. As Senator Lister Hill has said, it began "to file away the shackles of illiteracy." The training program of the TVA is multiple-purpose, like the dams. Whitman has observed: "They use their schools for all ages and the school shops, libraries, playgrounds and combination auditorium-gym-theaters are open sixteen hours a day. The TVA idea is for the whole family to go to school, or at least stick around the schoolhouse."<sup>12</sup>

The TVA has taught improved standards of housekeeping, sanitation, child care, and nutrition to housewives and has promoted education in forest-fire prevention and scientific cutting methods. It has also accomplished notable work in visual education. It has shown free educational movies, made educational shorts, and participated in filming of the documentary film, *The River*.

As a result of the efforts of the TVA, the library facilities of the region have been extended. Initiated by the Authority, temporary library facilities have been built into permanent services. After the construction camps moved away, the counties continued to support libraries with their own money and initiative. Books have come into the lives of thousands of people for the first time, via the mobile library units.

<sup>11</sup> *Ibid.*, p. 241.

<sup>12</sup> W. Whitman, *God's Valley; People and Power Along the Tennessee River* (New York: The Viking Press, 1939), p. 130.

#### IMPROVED HEALTH

THE TVA has improved the health of the people of the valley. Previous to the advent of the TVA, the development of such debilitating diseases as malaria and T.B. was easy, and their incidence was widespread. With the coming of the TVA, however, inroads were made against these diseases. The TVA has used portable laboratories for taking X-ray photographs of the chest. Already hundreds of lives have been saved. As a result of considerable research work undertaken by the malaria control department of the TVA Health and Safety Department, the malaria mosquito has been virtually "liquidated" in this region. The annual malaria rate in the valley has gone down from 40 to 50 per 1000 to practically zero. In a region where the rate of rejection of males was higher than in non-Southern states and where soil deficiencies contributed to poor diets, the TVA has done well in improving the quality of the food produced.

The region now boasts of more hospitals, county health units having been doubled. The TVA has also established nationwide safety records for heavy construction. And finally, in cooperation with various agencies, it has carried on a health education program and built public health education into the institutions of various communities.

#### IMPROVED RECREATIONAL FACILITIES

THE TVA has stimulated the provision of recreational facilities for the people of the valley. When the TVA began its work over a decade ago, there was little provision for outdoor public recreation in the whole valley. Again the TVA pioneered. It first developed several demonstration parks on land near its reservoirs. The people who visited these parks liked the idea and began to support efforts to develop parks. There are now state parks in a region where very few existed before. By creating a million square miles of lakes—the "Great Lakes of the South"—the TVA has supplied what was a major deficiency of the area—lakes for swimming, boating, and fishing. Scenic freeways have been built, picnic areas provided, group camps constructed, and boat docks built on the reservoirs. The TVA has also encouraged private recreation developments and services.

# Our Enthusiasm for Political Reform

Charles H. Coleman

THE word "reform" naturally attracts forward-looking persons, including many social studies teachers. Proposals to alter political devices have our sympathetic attention if presented in the guise of "reform." We might raise the question, however, whether we give to contemporary reform movements the same objective analysis that as teachers of history we give to reform movements in the past. For example, do we examine the proposal for proportional representation as objectively as we trace the movement which resulted in nation-wide woman suffrage?

Since analysis and evaluation require criteria, we may well commence our examination of present-day political reform movements by stating a few generally accepted civic objectives against which specific reform proposals may be tested. Presumably we all agree that:

1. It is important that government be made responsible to the people.
2. The democratic basis of our government should be broadened.
3. The machinery and processes of government should be made as understandable as possible to the great mass of the people.
4. The legitimate role of political parties is to serve as effective agents of democratic government.
5. The machinery of government should operate as efficiently as possible—public money should not be wasted.

A list of movements currently popular with civic reformers and with liberal groups would include the short-ballot movement, civil-service reform, the manager plan for cities and counties,

The weaknesses of existing political machinery need to be explored within the social studies program, but so also do proposals for their reform. Several illustrations of the need and process are developed by a professor of history and government in the Eastern Illinois State Teachers College, Charleston.

proportional representation, direct legislation, the open primary, the unicameral legislature, and the elimination of the poll tax. Let us test two or three of these against our five objectives, remembering that the same analysis might be applied usefully to the others as well.

## THE SHORT BALLOT

TAKE the short-ballot movement. This calls for a reduction in the number of State or local officials to be voted on, not by multiplying elections, but by reducing the number of elected officials. The idea is that a smaller number of elected officials, true policy makers, could be more intelligently chosen and more effectively held to their responsibilities. They, in turn, would appoint the administrators and experts such as (in the field of county government) county clerks, auditors, and treasurers, who now are generally elected. This movement has made but little headway, and that usually as a by-product of some other movement, such as the city-manager plan, or State constitutional revision. Yet tested against our objectives the short-ballot movement scores very high.

The short ballot certainly makes for more responsible government (point one); by simplifying the voter's task it encourages people to vote (point two); it reduces "buck-passing" among officials and hence makes the processes of government more intelligible (point three); it encourages parties to put forward better candidates, for those elected will be under more intensive public scrutiny, and hence makes political parties more effective as agents of democratic government (point four); and it makes elected officials less tolerant of the waste of public funds, knowing that they will be blamed by the voters (point five).

This reform proposal has, however, one weakness. Unless accompanied by a rigorous merit system for the rank and file of public employees, it might increase decidedly the "patronage" of the small number of elected officials, and hence

contribute to the creation of "rings" and "court-house gangs"—a condition that the "long ballot" has brought about only too often. Sizing up the situation as a whole, it is clear that the short-ballot movement deserves the support of civic-minded citizens. No teacher need apologize for encouraging his students to study it carefully and sympathetically.

#### PROPORTIONAL REPRESENTATION

**N**EXT let us analyze proportional representation, or "P.R." This is a method for electing city councils or other law-making bodies so that various groups among the electorate will elect members in proportion to their voting strength. The system is found in less than a dozen American cities, among them New York City. As used in this country (as distinguished from the "list" system of P.R. in various European countries) the voter marks the names of as many candidates as he pleases, indicating the order of his preference by using figures instead of the conventional crosses. If the voter's first choice does not need that vote, or is hopelessly defeated, the ballot will be counted for his second choice, or third, and so on down the lists until it will be counted for a candidate who can make use of it. Thus the ballot may be transferred a number of times, but in the end will be counted for only one candidate. Hence the system is described as that of "the single transferrable vote." How does this system stack up against our five objectives?

It definitely fractionalizes politics by enabling any considerable fraction (one-ninth of the voters, for example, in a city electing nine council members) of the electorate to choose its own legislative representative independently of any city-wide organization. This makes the election of a majority of members by one party less likely. Where is the political leadership coming from for a law-making body so constituted? Just where is the responsibility lodged for formulating and executing a legislative program? P.R. certainly does not make for more responsible government (point one). It does, however, by increasing citizen participation in elections, broaden the democratic basis of government. When voters realize that their vote will be counted, if not for their first choice then for a lesser choice, many who otherwise would not vote, on the ground that their vote would be thrown away, will come to the polls (point two). While marking a ballot with figures rather than crosses is not difficult to learn, the counting of the votes is something fearful and wonderful to behold. A P.R. count is the most

complicated device ever introduced to American electoral machinery. The question might well be raised, is it sound policy to use an electoral device that is incomprehensible to the average citizen? On point three, then, P.R. can hardly pass muster.

Political parties, whether national or local, are undermined by P.R. Without majority control of the law-making body, party responsibility cannot exist. Thus P.R. weakens, rather than strengthens, political parties as effective agents of democratic government (point four). A city council under P.R. is likely to consist of representatives of factions, racial and national-origin groups, employment groups, and so on, without a party allegiance to give support to city-wide objectives. Thus a "log-rolling" situation is likely to result which will make for inefficiency and wastefulness. On point five, then, P.R. presents a definite danger. Taken as a whole, our analysis indicates that P.R. is likely to weaken rather than to strengthen democratic government.

#### THE OPEN PRIMARY

**F**OR our third and last test, let us take the open primary. The open primary differs from the closed primary in that the voter in an open primary (or nominating) election does not have to disclose his party preference, but can take part in selecting the nominees of any party, with the party selected remaining undisclosed. This system is used in seven states.

It is difficult to see how a nominating system that permits voters of one party, or no party, to participate in the nomination of candidates of another can contribute to responsible government (point one), or to maintain political parties as effective agents of democratic government (point four). The open primary does, however, encourage voting in the primaries by those who do not care to disclose their party preferences. Thus it contributes to broadening the democratic basis of government (point two). The open primary, as is the closed primary, is simple enough and presents no difficulties under point three. Point five is not directly involved.

It would appear from our analysis that the open primary does not measure up to our test. It encourages the "independent" voter to take part in what is primarily a party function: the selection of party candidates. A healthy democracy calls for greater voter participation in party affairs, as party supporters, rather than as anonymous "independents" flitting from party to party.

The tendency among many enthusiasts for particular reforms is to emphasize some one obvious



advantage and to ignore less desirable results likely to flow from their proposal. As teachers and citizens, let us "stop, look, and listen" before climbing on the bandwagon. If analysis shows that, on the whole, the change proposed is in the public interest, then let us pitch in and work for its success.

## BIBLIOGRAPHICAL NOTE

IN SEARCHING for material on political reform movements, the teacher naturally will turn to his professional academic organizations, such as the National Council for the Social Studies and the American Political Science Association. A number of national reform organizations, interested in particular reforms, or in improving government generally, publish valuable material, much of which should be in any well stocked high school library. The most important of these reform organizations are:

The League of Women Voters of the United States, 726 Jackson Place, N.W., Washington 6. (With state leagues in many states and with local chapters in most communities of large or moderate size.)

The National Municipal League, 299 Broadway, New York 7. (The League's *National Municipal Review* is perhaps the outstanding monthly journal in the field of local and state political reform.)

International City Managers Association, 1313 East 60th Street, Chicago 37. (The Association's annual *Municipal Yearbook* is a mine of information on city government problems and organization.)

The Council of State Governments, 1313 East 60th Street, Chicago 37. (A clearing house for information on problems of state government. Its biennial *Book of the States* is indispensable to those who wish to keep abreast of developments in the state government. The Council also publishes the monthly magazine *State Government*.)

The National Civil Service Reform League, 521 Fifth Avenue, New York. (The "daddy" of them all. Founded 1881.)

Our own organization, the National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington 6, has published a number of items which have a bearing on problems of political reform. Among these are its "Bulletins," numbers 10, 19, and 20, on *The Constitution Up to Date*, *The Structure of Local Government*, and *Parties and Politics in the Local Community*. Units 12 and 18 of the "Problems in American Life" Series are useful. They are *Making Our Government Efficient* and *Politics in Action*. The professionally-minded teacher also will want to consult the National Council's thirteenth (1942) and fourteenth (1943) Yearbooks, on *Teaching Critical Thinking in the Social Studies* and *Citizens for a New World*.

It seems to me fairly obvious that if we are going to interest students in politics and civic affairs our teaching materials must themselves be interesting. If we want them to think critically about public issues, we must pave the way by using materials which call for thought. If we want them to be informed citizens, we must accustom them to reading books and articles which advance and defend an argument on an intelligent level. Finally, if we want them to understand democratic government, and why democracy is the best form of government, we must go to material which has something important to say about the subject.

On all of these counts, I submit that the truly important documents in the development of American democracy are infinitely more valuable than the average text. Simply to mention the writings of Franklin, Tom Paine, Jefferson, Adams, Hamilton, Marshall, De Tocqueville, Thoreau, Emerson, Lincoln, Henry Adams, Lincoln Steffens, Walter Lippmann, Woodrow Wilson, Herbert Hoover, and Franklin D. Roosevelt is to call attention to the wealth of significant and contrasting material that can be used. . . .

Let me be clear on one thing. I am not suggesting that all the writers I mentioned could be read satisfactorily in high school. Some like Paine, Emerson, and Lincoln certainly could, and often are at present. Some could not. A highly useful area of study lies in determining which of the great political documents America has produced can best be used in the secondary schools. . . .

In brief, we cannot make free minds and free men by using materials and techniques that are authoritarian, superficial, or boring. Materials with none of these limitations are available for the taking. Why should we not adapt our techniques to make use of them? (Robert A. Walker, "Important Political Documents in Civic Education," *Social Education*, Vol. XI, No. 4, April, 1947. Pp. 171-72.)

# The National Council at St. Louis

Merrill F. Hartshorn

**T**RAINING for World Citizenship" will be the theme of the Twenty-seventh Annual Meeting of the National Council for the Social Studies to be held at the Hotel Jefferson in St. Louis on November 27-29. Complete programs including reservation cards for hotel rooms, sight-seeing tours, luncheons, and banquet will be mailed to all members about November 1.

Stanley E. Dimond, first vice-president of the National Council, is chairman of the Program Committee. The chairman and vice-chairman of the Local Arrangements Committee are, respectively, D. E. Hussong of Hanley Junior High School, University City, Missouri, and Dorothy Pauls, St. Louis.

THURSDAY, NOVEMBER 27, 1947

Registration will begin at 10:00 A.M., at which time an extensive exhibit of educational materials will also open on the mezzanine floor of the Hotel Jefferson. The exhibits will contain a wide range of educational materials of timely interest to all social studies teachers and administrators.

At 4:00 P.M. there will be an informal reception with the Missouri Council for the Social Studies as hosts. Everyone attending the meeting is cordially invited.

At 8:00 P.M. W. Linwood Chase, president of the National Council for the Social Studies, will preside at the first general session. Philip J. Hickey, Superintendent of Instruction, St. Louis, will speak on "What a Superintendent Expects of Social Studies Teachers in These Times." Allen Y. King, Howard R. Anderson, John H. Haefner, Margaret O. Koopman, Frederick J. Moffitt, Burr W. Phillips, and J. Russell Whitaker, members of the United States Social Studies Committee to Germany will make a report on "The Redirection of German Education."

FRIDAY, NOVEMBER 28, 1947

From 9:00 to 10:30 A.M. ten section meetings will consider the following topics: "Helping Students Gain Understanding of and Allegiance to Our Democratic Heritage," "Living in the

Shadow of the Atomic Bomb," "Improving the Teaching of Current Affairs," "What Shall We Teach about Russia Now?" "Realism and Idealism in Studying the United Nations," "Educating Elementary Children for Cooperative Living in Today's World," "The Place of Labor-Management Relations in the Social Studies Program," "The Use of Group Processes in Social Studies Teaching," "Audio-Visual Methods and Materials," and "The 1948 Presidential Election and Its Importance in World Affairs."

From 10:45 A.M. to 12:15 P. M. Elmer Ellis, Dean of the College of Arts and Sciences, University of Missouri, will preside at the second general session. Frederick A. Middlebush, President of the University of Missouri, will speak on "Can the United Nations Succeed Where the League Failed?"

From 12:30 to 2:15 P.M. there will be six luncheon sessions based on the theme "Progress Reports of Current Educational Studies of Special Significance to Social Studies Teachers." Each luncheon will deal with a report on a specific study. Topics for these meetings are: "How Can the Social Studies Teacher Improve Intergroup Relations?" "What Can the Social Studies Teacher Do to Develop Better Citizens?" "How Can the Social Studies Teacher Develop Real Competence in Economic Living?" "What Part Can Teachers Take in Improving the Curriculum?" "What Can Social Studies Teachers Do to Improve International Understanding?" and "What Materials and Methods Will Improve the Quality of Democratic Human Relationships?"

Section meetings will be resumed at 2:30 P.M. following the luncheons. Three of these will be continuations of the morning discussions on "Educating Elementary Children for Cooperative Living in Today's World," "The Use of Group Processes in Social Studies Teaching," and "The Use of Radio and Recordings." Six additional topics to be discussed during this period are: "The Present Status of Research in the Social Studies," "Student Participation in School Government," "General Education and the Social Studies: the Status of Core Programs, Unified

Courses, and Common Learnings," "The Contribution of Geography to Social Education," "Next Steps in Teaching American History," and "Removing Barriers to a United Nation."

An interesting selection of tours of cultural and historic St. Louis has been arranged for Friday afternoon beginning at 2:30 P.M.

The annual business meeting and election of officers will follow at 4:30 P.M., with President Chase presiding.

The Banquet (dress optional) will be at 7:15 P.M. Ruth West of Spokane, Washington, a past president of N.C.S.S., will preside. Addresses will be "Zeal for Democracy" by John W. Studebaker, U. S. Commissioner of Education, and "A Program of Citizenship" by W. C. Sawyer, Chairman, Education Committee, National American Commission, the American Legion.

#### SATURDAY, NOVEMBER 29, 1947

From 9:15 to 10:30 A.M. W. Francis English, Second Vice-President of the National Council for the Social Studies, will preside at a general session, at which W. Linwood Chase will make his presidential address and the Honorable Tom C. Clarke, Attorney General of the United States, will speak on "The Citizen and His Responsibility."

From 10:45 A.M. to 12:15 P.M. the final group of section meetings will be held. Topics for discussion will be: "Practical Classroom Experiences in Teaching about UNESCO," "How Social Studies Teachers Are Handling Personality Behavior Problems," "What the Social Studies Teacher Should Teach about Opinion Polling," "Student Participation in Community Service Activities," "Improving the Teaching of Critical Thinking," "The Social Studies Program at the Junior College Level," "The Social Studies Teacher as a Teacher of Reading," "What Is the Future of the World History Course?" "Using State and Local Resources in Social Studies Classes," and "Problems of Beginning Social Studies Classes."

At 12:30 P.M. there will be a general luncheon session presided over by Stanley E. Dimond. As chairman, Lloyd W. King, American Textbook Publishers Institute, will conduct a symposium on "Social Studies Textbooks for the World of Today and Tomorrow."

At 2:30 P.M. there will be the final session. The Audio-Visual Aids Committee of the N.C.S.S. will report on its "Motion Picture Project." After the showing of two films, edited versions of theatrical-length productions with world history content, a panel under the chairmanship of William H. Hartley will discuss and evaluate the films.

#### WIDE SCOPE OF THE OFFERINGS

MEMBERS of the National Council will note, from the above, the diversity and scope of the program. Two joint section meetings will be held with the American Political Science Association, and one joint section meeting with the National Council of Geography Teachers.

Luncheon and section meetings deal with a wide variety of topics and include all grade levels from the elementary school through junior college. Many sections should prove of interest to all teachers regardless of grade level. The Friday luncheons should prove to be of special interest, as they provide an unusual opportunity to learn about important current educational studies of special significance to social studies teachers.

#### GENERAL INFORMATION

*Advance reservations*, with remittance enclosed, should be made for all luncheon and banquet tickets. It is particularly *important* that meal reservations be made in advance because of food shortages which necessitate making all meal arrangements further in advance than usual. Prices are \$2.60 for luncheons and \$3.75 for the banquet (tips and tax included).

*Registration*. Everyone who attends the Twenty-seventh Annual Meeting, or any part of it, is asked to register. All members of the National Council may register without payment of fee. To facilitate registration, members are urged to present their membership cards. College students, certified as such by an instructor, will be registered for 35 cents. Other non-members may register for the entire convention for \$1.00.

Members of the National Council of Geography Teachers and the American Political Science Association may attend the joint sessions of their respective cooperating organizations on presentation of their membership cards.

*Tours*. Advance reservations, with remittance, should be made by all who plan to take one of the special tours of St. Louis arranged for Friday afternoon. A reservation blank, with descriptions and prices of tours, will be enclosed with the program mailed to all National Council members.

*Hotel*. The Hotel Jefferson, the official convention headquarters, will house the exhibits and all of the meetings. Room reservations should be made using the reservation card enclosed with the official program, or by writing directly to the hotel. The Hotel Jefferson offers rates to N.C.S.S. members as follows: single—\$3.50 to \$6.00; room for two (double bed)—\$5.00 to \$7.00; room for two (twin beds)—\$7.00 and \$8.00; and suites (two rooms)—\$14.00 and \$22.00. Every room has private bath.



# Notes and News

## New Contributing Members

Since the names were last listed in the April issue of *Social Education*, many names have been added to the current roll of Contributing Members of the National Council for the Social Studies. These members have paid \$5.00 for their annual dues instead of the \$3.00 subscribing membership fee, although there is no difference in the privileges of such membership. This extra financial assistance is of great value to the Council in carrying out its program under existing conditions of greatly increased costs of operation. The officers and directors of the National Council take this means to express their appreciation to these contributing members for their help. Including their current renewal, the following have held contributing membership for the past five years: Howard R. Anderson, Frank J. Smith, George W. Hodgkins, Ruth West, Stanley E. Diamond, Mary G. Kelty, Viola E. Peterson, Allen Y. King, L. G. Griffin, Elmer Ellis, Burr W. Phillips, Eunice Johns, Angie Wilson, Wilbur F. Murra and Elizabeth B. Carey. Contributing members for the past four years: Horace T. Morse, Ingeborg Highland, Mary H. Wilson, William A. Hamm, Julia Emery, Robert E. Keohane, Ethel Jane Powell, Mary C. Wilson, Rexie E. Bennett and William E. Young. Contributing members for the past three years: Nelle E. Bowman, Alice W. Spieseke, Mildred Goshow, Rhoda C. McRae, Elaine Forsyth, May Lee Denham, Mary H. Rumsey, Cloyd W. Paskins, and Robena Pringle. Contributing members for the past two years: Julian C. Aldrich, J. T. Greenan, Marian N. Race, Charles B. Kinney, Jr., Loretta Klee, Edgar B. Wesley, Agnes Crabtree, W. Lester Carver, Caleb W. Bucher, Myrtle Roberts, Alina M. Lindegren, Dorothy Merideth, Charles A. Thornton, and Scholastic Corporation. New contributing members: Frederick A. Rice, Lewis Paul Todd, John W. Robertson, Willis M. Boyd, Signe Corneliussen, Catherine N. Hubbard, M. J. Blaha, Charles Melton, David R. Estlow, Elizabeth A. Huntington, Hazel Phillips, Mary B. Memler, Margaret E. Dickson, Leonard S. Kenworthy, O. S. Hamer, Thomas F. Barton, Helen M. Carpenter, Frederick H. Stutz, W. Francis English, William Earl, Alvin Nebelsick, Natt L. Divoll, Elsie F. Calvin and John M. C. Crane.

## Membership Nominations

The National Council for the Social Studies expresses its thanks to the hundreds of its members who responded to the invitation to suggest the names of other individuals who might be interested in joining the National Council. It was very gratifying to receive such an enthusiastic response to the invitation. It is important that we all work together to do everything possible to increase our membership so as to extend our services to more social studies teachers, and to help offset the present great increases in the cost of such services. All members of the N.C.S.S. are urged to send any suggestions they may have as to names of persons who might be interested in joining the National Council to the Executive Secretary, 1201 Sixteenth St., N.W., Washington 6.

## N.C.S.S. Representative to UNESCO

Last June the United States National Commission for the United Nations Educational, Scientific and Cultural Organization, through its chairman Milton S. Eisenhower, invited the National Council for the Social Studies to designate a representative for appointment to the National Commission. Howard E. Wilson, Carnegie Endowment for International Peace, was designated by the N.C.S.S. as its representative.

The National Commission of one hundred persons serves as an advisory body to the Department of State in matters relating to UNESCO.

## N.C.S.S.—A.P.S.A.

The National Council for the Social Studies will hold a joint meeting with the American Political Science Association at its Annual Meeting in Washington, D.C., December 28-30. Further information about the program for this meeting will appear in the December issue of *Social Education*.

## N.C.S.S.—A.H.A.

The National Council for the Social Studies will hold a joint meeting with the American Historical Association at its Annual Meeting in

Cleveland Ohio, December 27-29. Chester MacArthur Destler, Connecticut College, is representing the N.C.S.S. in planning the joint session. Further information about the program will appear in the December issue of *Social Education*.

## UNESCO and You

*UNESCO and You* is the title of a 42 page booklet prepared by the Secretariat of the United States National Commission for UNESCO which carries the subtitle, "Questions and Answers on the How, What, and Why of Your Share in UNESCO—Together with a Six-Point Program for Individual Action." This Department of State Publication 2904 may be ordered from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, for 15 cents.

## Cincinnati

Officers of the Greater Cincinnati Chapter of the National Council for the Social Studies for the current school year are: president, Arthur D. Gray, Hartwell High School; vice-president, Harold Sherman, Withrow High School; secretary, Stella Woliver, East Vocational High School; and treasurer, Henrietta Schmuerzer, Hughes High School.

S. W.

## Nominations for N.C.S.S. Officers

At the Business Meeting to be held at the time of the Twenty-seventh Annual Meeting of the National Council for the Social Studies, the officers for 1948 will be elected. Members of the National Council are urgently requested to submit suggestions for nominations, for officers and members of the Board of Directors, to the Nominating Committee. If possible, please include some information about the person whom you feel should be considered. Members should take this opportunity to participate in the work of their professional organizations. Send your suggestions to Allen Y. King, chairman of the Nominations Committee, Board of Education, East Sixth and Rockwell Streets, Cleveland, Ohio.

A. Y. K.

## Middle States Council

The Middle States Council for the Social Studies will hold its fall meeting in connection with the meetings of the Middle States Association of College and Secondary Schools at Chalfonte-

Haddon Hall, Atlantic City, New Jersey, on Saturday, November 29. The theme of the meeting will be "Teaching Youth the World Responsibilities of Americans." There will be a panel discussion at 10:30, followed by a luncheon to be addressed by an outstanding speaker. This year's subject ties in with those of previous years on the changes in teaching social studies as a result of the war and postwar developments and on the role of our nation as a world leader.

E. W. T.

## New York City

The new offices of the Association of Teachers of Social Studies in New York City as announced in the *A.T.S.S. Bulletin* for September are: president, Bernard Greenberg, Columbus; first vice-president, Jack Entin, Long Island City; secretary, Arthur Buck, Cleveland; and treasurer, Abraham Geduldig, Evander. The editor of the *A.T.S.S. Bulletin* is Howard L. Hurwitz, Cleveland High School.

## New York State Council

The theme of the summer meeting of the New York State Council for the Social Studies held at Albany State Teachers College was "Citizenship Training in New York State." The importance of the teacher's own knowledge and ways of improving were stressed by Frances DeLancey, of Vassar's Political Science Department, and Howard R. Anderson, of the U. S. Office of Education. Both speakers pointed out the need for research and the ability to judge sources of information. Dr. DeLancey further stressed the need for building a curriculum which would improve citizenship and train for participation in citizenship. Dr. Anderson pointed out the need of planning in the curriculum for developing democratic values and attitudes, and providing competence in democratic inquiry and discussion. Fred Rope, Executive Director of the New York State Citizens Council, discussed how a community-focussed school should use the resources of the community, what the Citizens Council is doing to promote this plan, and the role of the teachers. Mrs. Lois Black Hunter, Deputy Industrial Commissioner of New York State, discussed a series of pamphlets to be issued by the State Labor Department for high school use on labor topics.

Victor Minotti, Director of Field Services at Potsdam State Teachers College, described what several thousand high school seniors considered characteristics of good school citizenship as indi-

cated by responses to a questionnaire. Fred Hollister, Triple Cities College, analyzed the characteristics as shown by the records of personality, scholarship, achievements, and background of several outstanding school citizens chosen by students and faculty to represent the schools at the conference.

A panel, headed by Wallace Taylor, Albany State Teachers College, discussed the two-year course in World History and American History being proposed by the State Department to satisfy the new requirements under the Basic Issues Report. At a business meeting and as an outgrowth of this panel discussion the Council authorized the appointment of a committee to investigate and develop means by which the Council may cooperate with the State Department in planning the two-year course of study. This would supplement a committee previously authorized by the Board of Directors to work on the two-year course of study.

The meeting was under the direction of the President of the Council, Kathryn C. Heffernan, of Marcellus Central School, with Dr. Wallace Taylor as Chairman of Local Arrangements. Robert Rose, first vice-president, New York State Council, presided at the morning session.

### Illinois Council

Officers of the Illinois Council for the Social Studies for the current school year are: president, Dorothy Merideth, University of Chicago Laboratory School; secretary, Mary B. Memler, East Peoria Community High School; treasurer, Gladys Freidinger, Springfield High School; board member at large, Mary B. Traylor, Decatur Junior High; Editor of *Illinois Councillor*, Ray Lussenhop, Oak Park.

M. B. M.

### Georgia Council

The Georgia Council for the Social Studies held its spring meeting in Savannah. Willis M. Boyd, president of the Georgia Council, presided at the meeting which opened with an address of welcome by D. B. Hodge of the Savannah High School. This was followed by Mr. Boyd's presidential address entitled "In These Things We Steadfastly Believe." Representatives from different organizations gave brief talks on "Bettering Human Relations" and J. C. Boner, Georgia State College for Women, spoke on "The Challenge of the Social Studies Teacher in a Postwar

World." The luncheon meeting was addressed by L. R. Roberts, Dean of West Georgia College.

At the business meeting, the following officers were elected for the current school year: president, Tommie Martin, LaGrange High School; vice-president, Horace Flanders, Richard Arnold Junior High School, Savannah; and secretary-treasurer, James W. Moffitt, Bessie Tift College, Forsyth.

W. M. B.

### Latin America

*Latin American Neighbors* is the title of a chart giving the high lights on the twenty Republics of Latin America. This chart can be used on the class bulletin board for class reference purposes, or may be used by individual students as it comes folded in a convenient size. The chart contains a great deal of statistical and factual information of particular value to teachers of economics, geography, or Latin American history. Order from All Americas Publishing House, 17 East 48th Street, New York 17. For school purposes, 25 copies or more 15 cents each, plus postage; single copies 30 cents each.

### World Affairs Bibliography

The Social Studies Committee of the School Libraries Section of the New York Library Association have prepared a bibliography, *The United States in World Affairs*, as a supplement to the bibliography accompanying Unit 7 of the New York State twelfth grade program in Social Studies, *American Life*. This bibliography may be obtained in mimeographed form for ten cents from Kathryn C. Heffernan, Marcellus Central School, Marcellus, New York.

The bibliography was prepared by June Vetter Cole, Mary Frasier, and Mary L. Tarbox. It contains a list of books, atlases, pamphlets and periodicals pertinent to the subject, as well as a list of sources of pamphlet material. There are brief annotations for each book or pamphlet.

All social studies teachers and organizations are invited to send notes on the activities of schools or organizations and other items of general interest to social studies teachers to Merrill F. Hartshorn, Executive Secretary, National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington 6. Contributors to this issue: Stella Woliver, Mary B. Memler, Willis M. Boyd, Eleanor W. Thompson, and Allen Y. King.



# Pamphlets and Government Publications

Ralph Adams Brown

## State Department

The various publications and news releases of the Department of State continue to be one of the most valuable, as well as one of the most prolific, sources for the modern problems teacher. The following publications are worth the attention of teachers working in the areas concerned:

*First Session of the General Conference of UNESCO; Paris, November 19-December 10, 1946* (35 cents). This 150-page booklet contains drafts of agreements as well as a summary of the activities of the conference.

*Making the Peace Treaties, 1941-1947* (50 cents). This is described, on the title page, as "A history of the making of the peace beginning with the Atlantic Charter, the Yalta and Potsdam Conferences, and culminating in the drafting of peace treaties with Italy, Bulgaria, Hungary, Rumania, and Finland." Fifteen appendices contain much documentary material.

*Moscow Meeting of the Council of Foreign Ministers, March 10-April 24, 1947* (10 cents). 18 pages

*Recommendations on Greece & Turkey, the President's Message to the Congress, March 12, 1947* (Free).

*Aid to Greece and Turkey; A Collection of State Papers. Publication 2802; Near Eastern Series 7* (15 cents).

*Food and Agriculture Organization of the United Nations* (10 cents). This consists of the "Report of the United States Delegation to the Preparatory Commission on World Food Proposals, April, 1947," and "Proposals for Amendment of FAO Constitution."

*American Policy in Occupied Areas* (20 cents).

*World Stability Through the United Nations*, by Warren R. Austin (5 cents).

*The Establishment of the Commission for Conventional Armaments* (10 cents).

*The International Children's Emergency Fund* (5 cents).

*The Inauguration of the Trusteeship System of the United Nations*, by Elizabeth H. Armstrong, and William I. Cargo (10 cents).

*Report on the South Seas Conference; With an analysis of the agreement establishing the South Pacific Commission.* By Emil J. Sady (10 cents).

*Regulation and Reduction of Armaments, Action of the General Assembly*, by Marion William Boggs (10 cents).

*Selected Publications and Materials Relating to the Foreign Policies of the United States* (Free). June, 1947. This 12-page annotated bibliography of State Department publications merits a place in every school library.

## Williamsburg

Many teachers of colonial history have long been aware of the contribution that knowledge of Williamsburg, Virginia—of its history and its restoration—can make to their efforts to make the

early history of our country alive and interesting.

*America's Williamsburg* (Colonial Williamsburg, Inc., Williamsburg, Va. 65 cents) is a 48-page booklet written and designed by Gerald Horton Bath. Some of the photographs have been taken especially for this booklet by Wendell MacRae, while others are from the Archives of Colonial Williamsburg. An unusual valuable teaching instrument, this booklet contains numerous pictures, posed by the guides and workers of Colonial Williamsburg, that show colonial craftsmen at their trades. From the front cover, with a picture of the British flag flying over the capitol, to the back cover, with its picture of an eighteenth-century formal garden, this booklet tells a fascinating story of an earlier way of life, and of how the physical aspects of that way of life were restored. Your school library, as well as your own personal one, should contain at least one copy of this booklet.

Incidentally, the review copy sent to the *Social Education* office was mailed with a backing-cardboard on which there was a photostatic copy of the Virginia Bill of Rights of June 12, 1776. Whether this was an accident, or whether it is usual procedure, is not known to the writer, but if you are ordering one of the booklets you might inquire.

## Pamphlet Series

Frequent mention has been made, during the past year and a half, to the value of *International Conciliation* (Carnegie Endowment for International Peace, Division of Intercourse and Education, 405 West 117th Street, New York 27. 25 cents per year, five years for \$1.00), for all teachers concerned with the teaching of current events or the discussion of world or diplomatic history. The last two issues (it is published monthly except July and August) to reach this office are of even more than the usual usefulness.

The May issue (No. 431) is a 50-page number titled "The Development of UNESCO," by Howard E. Wilson. In addition to Dr. Wilson's 10-page introduction, there is a copy of the Report of the Chairman of the Program Coordinating Committee, Paris, December 9, 1946; the Prog-

ress Report by the UNESCO Secretariat, Paris, March 26, 1947; the Agreement between the United Nations and UNESCO, and the usual International Notes—six pages covering the period of March 18-April 19.

The June issue (NO. 432) is a 130-page number. It contains "The Food and Agriculture Organization at Work," by Gove Hambidge; "Security Through the United Nations; Fifth Report of the Commission to Study the Organization of Peace"; "Report on Moscow Meeting of the Council of Foreign Ministers," by John Foster Dulles; and a Transcript of the Stalin-Stassen Conference. Seven pages of International Notes cover the period from April 20-May 23.

It should be seen very readily that this publication offers unusual value at a cost that can hardly more than cover the cost of mailing. Social studies teachers, at all levels from the elementary school through the university, should subscribe to, and read, it. School libraries should contain at least one copy of each issue; larger schools could probably use several of them to advantage. Many back issues are still available. Write to the address previously listed for further information.

The Public Affairs Pamphlets (Public Affairs Committee, Inc., 22 East 38th Street, New York 16) are another pamphlet series that has received merited attention in this department. Teachers should remember that although the rising costs of paper and printing have forced the Public Affairs Committee to increase the price of these pamphlets to 20 cents, there is a generous and increasing discount for quantity purchase designed especially to make it possible for schools and libraries to keep a supply of the pamphlets available. The last four numbers issued are:

- No. 128 *Our Negro Veterans*, by Charles G. Bolté and Louis Harris
- No. 129 *The Struggle for Atomic Control*, by William T. R. Fox
- No. 130 *America's Stake in World Trade*, by Gloria Waldron and Norman S. Buchanan
- No. 131 *When You Grow Older*, by George Lawton and Maxwell S. Stewart.

The American Institute of Pacific Relations, 1 East 54th Street, New York 22, has two new numbers in its I.P.R. *Popular Pamphlet Series* (25 cents each). The effect of the war on the colonial problem, the role of the United States as a colonial power, the many questions now facing this country in the Pacific, and the past and present status of the Pacific Islands, In-

donesia, Burma, Malaya, and the former Japanese mandates, are all discussed by Eleanor Lattimore in *Decline of Empire in the Pacific*.

In *America's Role in China*, Dr. Everett D. Hawkins, professor of economics and sociology at Mount Holyoke College, outlines and analyzes the various phases of American policy toward China from 1784 to the present time. He does not argue in favor of any particular role with regard to China, but he does present some of the outstanding trends in American Far Eastern policy in the past.

The latest number in the Foreign Policy Association's *Headline Series* is *Atomic Challenge*, by William A. Higginbotham and Ernest K. Lindley (Foreign Policy Association, 22 East 38th St., New York 16. 35 cents). Mr. Higginbotham is executive secretary of the Federation of American Scientists, and was wartime electronic physicist on radar at the Massachusetts Institute of Technology and on the atomic bomb at Los Alamos. Mr. Lindley is an experienced newsman, an author of several books, and was an observer at Bikini. Persons familiar with this *Headline Series* know that year in and year out it is one of the finest and most reliable of the many pamphlet series dealing with foreign relations. This latest addition is no exception.

*Social Action* is a small, monthly magazine published by the Council for Social Action of the Congregational Christian Churches (289 Fourth Avenue, New York 10. \$1.50 per year). The April 15 issue is devoted to labor problems and contains "Unhook Your Emotions," by Francis W. McPeck; "Alternatives to Strikes," by Walter Reuther and Leo Teplow (presenting the views of labor and of management, respectively); and "The Worker and the Church," by Marshall Scott. The May issue discusses farmer-labor cooperation, and contains "A Period of Struggle and Adjustment," by Ralph L. Woodward; and "Prospects of Farmer-Labor Cooperation," by Victor Obenhaus. The June issue—it is not published during July and August contains a discussion of "The Church and Economic Life," by Francis W. McPeck.

## The United Nations

Social studies teachers need to be constantly alert to obtain all possible material, for both classroom and library use, on the United Nations. *The United Nations at Work: Basic Documents* (World Peace Foundation, 40 Mt. Vernon St.,

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Boston. 40 cents), is a 150-page booklet that contains a great many documents, reports of conferences, and summaries of the work of commissions and agencies. It is worth the cost, many times over, both for student use and for teacher reference.

The Woodrow Wilson Foundation, 45 East 65th Street, New York 21, publishes a useful monthly news bulletin titled *United Nations News*, at \$3.00 a year.

Mr. Olav Paus-Grunt, Chief of Educational Liaison, Department of Public Information, The United Nations, Lake Success, New York, is anxious to cooperate with schools and colleges seeking information about the United Nations. The following free "background papers" are available at the present time, and others are in preparation—will no doubt be available before this item appears in print:

*United Nations Chronology*

*Background Paper on Economic Commission for Europe*

*Background Paper on Temporary Social Welfare Committee*

*Questions and Answers on the Aims and Principals of the United Nations.*

## The National Archives

The National Archives, Washington (address Mrs. Elizabeth E. Hamer, Chief of the Division of Exhibits and Publications) has two free publications that might prove of interest to some social studies teachers. They are an address by Solon J. Buck titled *The Archivist's "One World"* and *The National Archives—What It Is and What It Does*.

Mrs. Hamer suggests that teachers will find two additional publications of the National Archives of value in their work; these are both sold by the Superintendent of Documents, Government Printing Office, Washington 25, and the price is 30 cents each. They are:

*Germany Surrenders Unconditionally; Facsimiles of the Documents.* National Archives Publication, No. 46-4

*The End of the War in the Pacific; Surrender Documents in Facsimile.* National Archives Publication, No. 46-6.

## Library of Congress

The Library of Congress regularly issues a large amount of pamphlet material of value to teachers of history and civics. Interested teachers would do well to contact the Information and Publications Office, Library of Congress, Washington 25, and ask to be informed of new publications. The first four publications are for sale,

at the indicated price, by the Superintendent of Documents. The others may be obtained, at no cost, by writing to the address given above:

*A Checklist of American Eighteenth Century Newspapers in the Library of Congress* (75 cents).

*Tennessee's Sesquicentennial Exhibition, Held at the Library of Congress, Washington, D.C., June 1, 1946-October 21, 1946* (\$1.00). This well-illustrated pamphlet of 70 pages contains a full list of the items in the exhibit. Of even greater interest, especially to teachers outside Tennessee, are the many reproductions of old photographs, cartoons, title pages of books and pamphlets, and maps.

*Florida's Centennial, Library of Congress, March 3, 1945;* Containing an Address by the Hon. Claude Pepper, Senator from Florida, on the Occasion of Ceremonies Opening the Florida Centennial Exhibition at the Library of Congress, Together with a Catalog of the Exhibition (20 cents). Smaller, and with fewer photographs, but in general as above.

*Texas Centennial Exhibition, Held at The Library of Congress, Washington, D.C., December 15, 1945-April 15, 1946* (54 pages, 30 cents). Description as above.

*Bibliography of Latin American Folk Music*, compiled by Gilbert Chase (1942). 144 pages; 1143 items.

*75 Years of Freedom; Commemoration of the 75th Anniversary of the Proclamation of the 13th Amendment to the Constitution of the United States.* This 108-page booklet pays tribute to the contributions of the Negro in almost every aspect of American life. Readers will be especially interested in the scripts of three recording-lectures, Alain Lock (incidentally, long a loyal worker in the National Council for the Social Studies) on "Spirituals"; Sterling A. Brown's "Blues, Ballads and Social Songs"; and Alan Lomax's "Reels and Work Songs."

*The Constitution of the United States, together with An Account of its Travels Since September 17, 1787*, compiled by David C. Mearns and Verner W. Clapp. This is valuable to all teachers of American history.

*Magna Carta; the Lincoln Cathedral Copy Exhibited in the Library of Congress.*

*Catalog of Phonograph Records, Selected Titles from the Archives of American Folk Song, Issued to January, 1943.*

*Folk Music of the United States, Catalog of Phonograph Recordings No. 2.*

*Lincoln Collections in the Library of Congress.* A 12-page pamphlet of great interest to teachers of American history—especially those who will be using clippings and reports of the opening of the new Lincoln papers in July of 1947. The cover carries a reproduction of a daguerreotype portrait of Abraham Lincoln at 38.

*Notes on the Lacock Abbey Magna Carta of 1225*, by A. J. Collins, Deputy Keeper of Manuscripts in the British Museum.

*The Thomas Jefferson Murals by Ezra Winter, N. A., in the Thomas Jefferson Room of the Library of Congress.*

## Calhoun on Government

Professor William S. Carpenter once wrote about two works that they were "the only first-rate contributions made by the United States to the literature of political theory." The two works of which he wrote are the *Federalist* papers and



John C. Calhoun's *Disquisition on Government*. The former has been reprinted so many times as to make it difficult to keep track of the number of editions; the latter has been reprinted only once in more than 90 years, and has become a collector's item too expensive for the average library.

Political Science Classics, Box 124 Cathedral Station, New York 25, has just issued a new edition of this book by Calhoun (paper, \$2.00; cloth, \$2.75). It contains a nine-page introduction by the editor, Naphtaly Levy, a three-page sketch of Calhoun's public career, and a reproduction of the title page of the first (1853) edition of his *Discourse on Government*.

To make this work assigned reading for the average high school student would be the height of folly; yet in this day when the minority problem seems as acute as when Calhoun sat in the Senate, there would seem to be good reason for expecting teachers of American history to be familiar with it, and for students on the college level to discuss it. In making this work available, at a low cost, the newly formed Political Science Classics company has rendered a real service to teachers and students of American history. It is hoped that their venture will be so successful as to warrant republication of other scarce items of American political theory and history.

### Dept. of Agriculture

The Bureau of Agricultural Economics, United States Department of Agriculture, issues a large amount of material useful to teachers of history, sociology, economics, and modern problems. In connection with the following publications, the price is given if it is known; if a price is given, that means that the pamphlet is for sale by the Superintendent of Documents. If no price is given, inquiry should be made of the Bureau of Agricultural Economics; it probably means that the pamphlet is a free one.

#### The Agricultural History Series:

- No. 1, *Some General Histories of Latin America*, by Wayne D. Rasmussen. 9 pages.
- No. 2, *Some Landmarks in the History of the Department of Agriculture*, by T. Swann Harding. 94 pages.
- No. 3, *Price Administration, Priorities, and Conservation of Supplies Affecting Agriculture in the United States, in 1917-18*, by Arthur G. Peterson. 16 pages.
- No. 4, *The Hoch-Smith Resolution; A Study of a Congressional Mandate on Transportation*, by E. O. Mott. 117 pages.

No. 5, *A History of Livestock Raising in the United States, 1607-1860*, by James Westfall Thompson. 182 pages; very extensive bibliography.

No. 6, *The Government and Wool, 1917-20*, by Thomas J. Mayock. 39 pages.

No. 7, *Jefferson and Agriculture; A sourcebook* Compiled and Edited by Everett E. Edwards, 1943. 92 pages.

This was prepared in 1943, in commemoration of the 200th anniversary of the birth of Jefferson. It is an extremely valuable pamphlet for any teacher in the field of American history—at least for any such teacher who is not completely married to his text. There are two introductory essays: Henry A. Wallace, then Vice-President, wrote on "Thomas Jefferson, Educator, and Democrat," while M. L. Wilson, Director of Extension Work, contributed "Thomas Jefferson—Farmer."

Mr. Edwards has long occupied a respected position in the ranks of historical scholars. In this work he chooses selections from Jefferson's writings, and groups them under four headings. There is a short list of selected references, many bibliographical comments in the footnotes, and the editorial work is of high quality. The main divisions are: Jefferson's Views on the Nature of the National Economy; Jefferson's Observations on Agriculture in Europe and the United States; Jefferson's Farming Activities; and Jefferson and the Advancement of Agriculture. There is also a very useful index.

*Washington, Jefferson, Lincoln, and Agriculture.* 102 pages. The Foreword reads as follows: "The year 1937 marks the seventy-fifth anniversary of the founding of the United States Department of Agriculture and the passage of the Land Grant College Act, both approved by President Lincoln in 1862. It thus becomes the occasion for retrospective and prospective views of American agriculture."

"A collection of the observations on agriculture by Washington, Jefferson, and Lincoln, three leaders eminent in American history, is, therefore, of especial interest at this time. The selections here included present the views of these leaders on the place of agriculture in the life of the Nation, their farming experiences, and the contemporaneous agricultural conditions."

"Everett E. Edwards is responsible for the selections and the introductory notes."

*Soil Conservation During the War*, by George W. Collier. 25 pages.

*A Bibliography on the Agriculture of the American Indians*, compiled by Everett E. Edwards and Wayne D. Rasmussen, 1942. 107 pages. This contains seven pages on general histories, each with annotation, indication of where reviews of it may be found, and sometimes with detailed description of contents.

*Thomas Jefferson, Soil Conservationist*, by Hugh H. Bennett. 14 pages (10 cents).

*Our American Land; The Story of Its Abuse and Its Conservation*, by Hugh H. Bennett. 30 pages (10 cents).

# Sight and Sound in Social Studies

William H. Hartley

## The 1947 Yearbook

The 1947 Yearbook of the National Council for the Social Studies, scheduled for release in November, is entitled *Audio-Visual Materials and Methods in the Social Studies*. This Yearbook is designed to provide a handbook of audio-visual materials and methods which will give help and inspiration to social studies teachers. The general pattern which has been followed in the Yearbook is to provide a general chapter on each type of audio-visual material. In each chapter the author sets forth general principles, introduces the unique characteristics of the material, and establishes patterns of presentation. Following each general chapter and short accounts of how these materials have been applied in actual classroom situations, examples are furnished on both the elementary and secondary school level.

The scope and nature of the 1947 Yearbook is indicated by the following list of its contents and contributors: Paul Wendt, "Social Learning Through Audio-Visual Materials"; Charles F. Hoban, Jr., "War Films and Postwar Impacts"; Francis W. Noël and Elizabeth G. Noël, "The Teacher's Relationship to the Administration and Use of Audio-Visual Materials"; Henry C. Atyeo, "The Excursion in Social Education"; Villa B. Smith, "A Field Study from the Terminal Tower in Cleveland"; Irene F. Cypher, "Realia Make the Social Studies Real"; Ella Hawkinson, "Museum, School, and Community Cooperation"; Samuel Steinberg, "Toward a Realistic Approach to Social Education"; Leland S. March, "Social Learning Through Pictures"; Fred Stutz, "Textbook Illustrations—A Neglected Opportunity"; Alice Flickinger, "A Filmstrip Lesson on the U.S.S.R."; Dorothy B. Mortimer, "Our Class Uses Lantern Slides"; Harris Harvill, "The Use of Posters, Charts, Cartoons, and Graphs"; Clyde Kohn, "Maps as Instructional Aids in the Social Studies"; William M. Gregory, "Maps in Community Studies"; Walter A. Wittich, "The Film in the Social Studies"; Kenneth J. Rehage, "Motion Pictures in Use"; Robert LaFollette, "Film Forums"; William B. Levenson, "Radio as a Teaching Tool"; W. Kenneth Fulker-

son, "Social Studies Broadcasting"; Alice Wood Manchester and Hazel L. Gibbony, "Recordings and Their Place in the Social Studies."

Copies of the Yearbook will be mailed to all members of the National Council for the Social Studies. Others may purchase copies from the National Council's business office at 1201 Sixteenth St., N.W., Washington 6, D.C.

## Our American Heritage

As the Freedom Train rolls from one section of the nation to another with its precious cargo of historic documents, increased attention is being paid to understand and appreciating our heritage of freedom. To aid in this movement, the *Reader's Digest*, at the request of the National Education Association's Department of Secondary Teachers, agreed to prepare, without profit to itself, a series of six authoritative filmstrips illuminating the origin and growth of free institutions in this country.

Designed for use in the junior and senior high schools, these filmstrips, together with a *Teachers' Guide*, are stimulating and effective teaching materials. The series was edited by Marquis James, noted historian. Other members of the advisory board included Howard Anderson, W. Linwood Chase, Louis M. Hacker, William Hartley, William Lewin, and Daniel Knowlton.

The filmstrips in the series are: (1) *The Vocabulary of Freedom*, bringing to life through vivid drawings the significance of such words as document, parliament, letter, address, declaration, and congress; (2) *The Literature of Freedom*, showing decisive moments in the long climb toward freedom as seen through the eyes of great writers; (3) *The Birth of Our Freedom*, picturing the first groping toward democracy in the Old World and its development on our Atlantic seaboard in the 17th and 18th centuries; (4) *Our Constitutional Heritage of Freedom*, presenting the struggles and compromises that led to the adoption of the Constitution and the Bill of Rights; (5) *The Growth of Our Freedom*, surveying the advance of democracy in America through the 19th and 20th centuries; and (6) *The Meaning*

of *Freedom Today*, illustrating not only the significance of our free society for the world, but the grave challenges it faces here at home—challenges that must be met if freedom is to survive and grow in the complex world of tomorrow.

The series of six filmstrips with *Teacher's Guide* may be purchased from Educational Department, *The Reader's Digest*, 353 Fourth Ave., New York 10, for \$19.50.

### Classrooms in the Air

Air Age Education Research (80 East 92nd St., New York 17) announces a service to schools and colleges wishing to make travel experience a part of the regular curriculum. The program includes preliminary planning with the teacher and school administrator, assistance in organizing units of work for the classroom, securing necessary teaching aids, planning flights to meet the particular needs of each group, suggesting methods of financing, touring the airport before the trip, providing a special instructor to accompany the group on the flight, and assistance in post-flight discussions and evaluation. All flights made under the auspices of Air-Age Education Research are operated by scheduled, common-carrier airlines in modern, commercial transport planes.

### Motion Picture News

The film libraries of Bell and Howell, Universal-International, T. Arthur Rank, and G. B. Instructional Films have been combined into a new film rental service called United World Films, Inc., 445 Park Ave., New York 22. A new catalog has been issued and will be mailed on request. "Films About China" is a catalog of films available from China Film Enterprises of America, Inc., 35 Park Ave., New York 16.

As of July 1, 1947, the Pan American Union discontinued the lending of motion pictures. Instead, the efforts of the Union will be directed toward the production of educational films dealing with Latin America. These films will be sold to audio-visual centers and film libraries which will make them available to schools.

The Motion Picture Project of the Library of Congress, which has been supported by special appropriations for the past two fiscal years, has been liquidated. Pursuant to the provisions of the recent appropriations act, activities carried on by the Project (the cataloging, servicing, and distribution of film, and the preparation of bibliographies and directories) have ceased. The Li-

brary now has some 65,000 reels of film in its possession. This film will be stored until a plan for distribution has been approved and subsidized by Congress.

The new catalog from Film Incorporated (330 West 42nd St., New York 18) contains a departure in film listing which is as useful as it is new. Each available title is placed under special headings which correspond to units and areas taught in the schools. Thus, a group of films will be found to illustrate "The Western Movement"; another group to portray aspects of "Exploration and Colonial Life in America." These films are, for the most part, feature length and make available to the schools the best of Hollywood's productions.

### Recent 16-mm. Films

Brandon Films, Inc., 1600 Broadway, New York 19.

*The People's Charter*. 17 minutes, sound; rental: \$2.50. Outlines the purpose, historical emergence, and world importance of the United Nations. The first official U. N. film.

British Information Services, 30 Rockefeller Plaza, New York 20.

*Cambridge*. 17 minutes, sound; rental: \$1.50. A portrait of one of the oldest universities in the world.

*Does It Matter What You Think?* 15 minutes, sound; rental: \$1.50. An excellent film to stimulate discussion concerning the value of personal opinion.

*General Election*. 20 minutes, sound; rental: \$1.50. The British elections of 1945 from the formal proposal of the candidates to the excitement of polling day.

*Historic St. Paul's*. 14 minutes, sound; rental: \$1.50. A picture of St. Paul's Cathedral past and present.

*Proud City*. 26 minutes, sound; rental: \$2.00. How the damage wrought by the blitz can be turned to good advantage by planned rebuilding.

*Shrine of a Nation*. 14 minutes, sound; rental: \$1.50. The history of Westminster Abbey.

*Picture Paper*. 20 minutes, sound; rental: \$1.50. Shows the full-time activities of a reporter on one of Britain's picture magazines, from the inception of a feature story, until the story is laid out and the magazine is ready to go to press.

Coronet Instructional Films, Coronet Building, Chicago 1, Ill.

*Global Concepts in Maps*. 10 minutes, color, sound; sale: \$75. A simple demonstration of great circle routes on a polar projection introduces cylindrical, conic, and perspective projections with a summary of the practical uses of each.

*Political Parties*. 10 minutes, sound, color; sale: \$75. Campaign activities explain municipal party mechanics as related to national politics.

Hollywood Film Enterprises, Inc., 6060 Sunset Blvd., Hollywood 28, Calif.

*Tin from the Malayan Jungles*. 10 minutes, sound; rental: apply. The mining and refining of tin, and how it plays its part in world commerce.



International Film Bureau, 84 East Randolph St., Chicago 1, Ill.

*Land for Pioneers.* 14 minutes, sound; rental: \$2.50. Resources and industrial development of the north from gold rush days to the present search for uranium.

*Trees That Reach the Sky.* 9 minutes, sound; rental: \$1.50. Lumbering in the Pacific Northwest.

*Canada World Trader.* 12 minutes, sound; rental: \$1.50. The chief resources, products and economic activities of Canada.

March of Time Forum Edition, 369 Lexington Ave., New York 17.

*The Rise and Fall of Nazi Germany.* 18 minutes, sound; three-year lease: \$35. The war in Europe in a capsule.

*The F.B.I.* 19 minutes, sound; three-year lease: \$35. How law enforcement has become an exact science.

Modern Film Corporation, 729 Seventh Ave., New York 19.

*Pasteur's Legacy.* 20 minutes, sound; rental: apply. The work of the Pasteur Institute in Paris.

Pan American Union, Visual Education Section, Washington 6, D.C. (Write for address of rental source nearest you.)

*Bogota.* 10 minutes, color, sound; sale: \$51. A trip to Bogota and its homes, shops, markets, schools, libraries, and parks.

*A Story of Coffee.* 10 minutes, sound; sale: \$15. The story of coffee from planting to shipping.

*A Story of Bananas.* 10 minutes, sound; sale: \$15. The complete story of the raising and harvesting of bananas.

*The Republic of Colombia.* 10 minutes, color, sound; sale: \$51. Location of Colombia, its principal ports, industries, capital, and scenic wonders.

Pictorial Films, Inc., 625 Madison Ave., New York 22.

*How a Bill Becomes a Law.* 10 minutes, sound; rental: apply. Step-by-step visualization of the part played by the ordinary citizen, his legislators, and the chief executive in making our federal law.

*Arts and Crafts of Mexico.* 3 reels, 10 minutes each, sound; rental: apply. (1) Copper and Silver, (2) Textile and Design, (3) Wood, Clay, and Fine Arts.

Teaching Films, Inc., 2 West 20th St., New York, N.Y.

*Communications and Our Town.* 10 minutes, sound; sale: \$50. A primary grade film showing the web of communications as seen by two small boys.

## Radio Notes

How can one keep up with the current radio programs which may be of value to students? One way is to read program lists such as appear in *Scholastic Teacher*. The outstanding programs are selected by the Federal Radio Education Committee and published in *Scholastic Teacher* each month.

Another way to keep informed as to what is new in radio is to write to the leading networks and have your name placed on their mailing list of free public service program guides. For such lists, write to: American Broadcasting Co., Radio City, New York 20; National Broadcasting Co.,

Radio City, New York 20; and Columbia Broadcasting System, 485 Madison Ave., New York, N.Y.

Also write to Federal Radio Education Committee, U. S. Office of Education, Washington 25, D.C., for copies of the *FREC Journal* and information concerning records and radio scripts for school use.

Many of us groaned loudly when the CBS School of the Air changed its time from 9:15 A.M., EST, to 5:30 P.M., EST, but the Richmond, Virginia schools did something about it. With the cooperation of a local radio station, the programs are transcribed onto records and rebroadcast to the schools at a more suitable hour. Here is a suggestion other schools may be able to follow.

## New Equipment

The Empire Projector Corp. (60 McLean Ave., Yonkers, N.Y.) announces a new "Sound King" model 16-mm. sound-silent motion picture projector weighing a total of 38 pounds and selling for \$299.50. Advance publicity emphasizes the simplicity of operation, light weight, lifetime lubrication, and, of course, the low price.

Wilcox-Gay Corp. (Charlotte, Michigan) are again making deliveries on the "Recordio Educator," a dual-speed recorder-phonograph of first quality.

The "RCA-400" is the latest model sound projector to be announced by Radio Corporation of America, Educational Department, Camden, N.J. Again light weight (39 pounds), easy threading, and brighter pictures are emphasized.

Following the trend toward lighter projectors, as noted above, the Victor Animatograph Corporation (Davenport, Iowa) has brought out the "Lite-Weight," a sound motion picture projector weighing 33 pounds. The speaker is attached to the projector, making a compact unit. The "Lite-Weight" lists at \$375.

The Da-Lite Screen Co., Inc. (Chicago 39, Ill.) has announced lower prices on most of their portable screens. Write for descriptive literature.

## Atlases

New printings of the *European History Atlas* and *American History Atlas* in the popular-priced editions have just been completed by Denoyer-Geppert Co., 5235 Ravenswood Ave., Chicago 40, Ill. The *European History Atlas* has 48 pages of full-color maps, actual reproductions of the Breasted-Huth-Harding Wall Maps; 64

pages of explanatory text matter; an index; and 10 pages of black-and-white maps dealing with World War II. The price is \$1.50 per copy. The *American History Atlas* likewise has 48 pages of colored maps, being reproductions of the Hart-Bolton American History Wall Series. There are also 64 pages of explanatory text, an index, and 10 pages of black-and-white maps dealing with recent elections and population trends. The price for this volume is also \$1.50.

### Free and Inexpensive Materials

A reprint of an advertisement describing the "Train of Tomorrow" may be had upon request from General Motors, Department of Public Relations, Room 11-200F, Detroit 2, Mich.

A "Recreational Map of New Mexico" is free from New Mexico State Tourist Bureau, Room 1016, State Capital, Santa Fe, New Mexico.

Teacher material on rayon will be sent free from the American Viscose Corporation, Box 864 GPO, New York 1. Among the materials available are reading books, cartoons, science units, demonstration kits, and motion pictures.

"Pertinent Facts About Coal" and "Bituminous Coal Mining Towns" are two free booklets obtainable from the Bituminous Coal Institute, 815 Southern Building, Washington 5, D.C.

Copies of "How the Great American Dream Began," an illustrated poster on the contribution of New England to American culture, are to be had from H. J. Heinz Co., Pittsburgh 30, Pa.

Sets of pictures on air travel are free to schools from Mr. Ray Martes, School and College Service, United Air Lines, 5959 South Cicero Ave., Chicago 38, Ill. Four sets of pictures are now ready for distribution. They are: "Mainliner Passenger Activities," "Air Freight, Air Express and Air Mail," "The History of Mail," and "Historic Airplanes."

An 8-foot, natural color, wall display of "America's National Parks" is distributed free by Greyhound Information Center, P. O. Box 6839, Cleveland, Ohio.

A series of twenty 8½ by 11 inch pictures of historical events are printed in full-color in a

72-page booklet of "Historic Ideals" printed by Ideals Publishing Co., Milwaukee 1, Wis. The booklet costs \$1.00.

A portfolio of twenty full-color 8½ by 11½ inch pictures of the "Indians of the Southwest" costs \$1.00 from Fred Harvey, Indian Building, Albuquerque, New Mexico.

Materials on the history and development of American railroads is furnished free to schools by the Association of American Railroads, 1000 Transportation Bldg., Washington 6, D.C.

A teaching guide for "Good Neighbors All" and "Our Own United States" will be sent without obligation by Frederic Publisher, 149 Kenilworth Place, Brooklyn 10, N.Y.

Booklets and pictures on Switzerland are yours for the asking from the Swiss National Tourist Office, 475 Fifth Ave., New York, N.Y.

"Eyes and Ears for the Millions" is a 30-page booklet sent free from School Service, Westinghouse Electric Corp., Box 1017, Pittsburgh, Pa. It explains briefly the discovery and expanding development of telegraph, telephone, radio, and television.

For pictures, pamphlets and visual aids on the "Land Down Under" write to Australian News and Information Bureau, 630 Fifth Ave., New York 20.

"Canada, from Sea to Shining Sea" is an 80-page, illustrated booklet which is free from the Canadian Information Service, Dept. of External Affairs, Ottawa, Canada.

Posters and display material on the United Nations is available to the schools from the American Association for the United Nations, Inc., 45 East 65th St., New York 21.

Pictures on Denmark may be obtained free from Danish Information Office, 15 Moore St., New York, N.Y.

A series of excellent posters on the conservation of our forests will be sent free from The Forest Service, Department of Agriculture, Washington, D.C.

Free posters on the United Nations may be had from The Films and Visual Information Division, Department of Public Information, The United Nations, Lake Success, New York.

# Book Reviews

CONDITIONS OF CIVILIZED LIVING. By Robert Ulich. New York: Dutton, 1946. Pp. 244. \$3.75.

Robert Ulich, Professor of Education at Harvard University, came to the United States after being forced out of his position in the Ministry of Education in Saxony by the rise of the Nazis. He is the author of *Fundamentals of Democratic Education* and *History of Educational Thought*. In *Conditions of Civilized Living* he has added a third book of significance to social studies teachers in secondary and higher schools. His writing springs from a background of classical education, professional and professorial activity in German education, personal philosophical crisis and decision, and academic life in the United States. His pen contains no vitriol but rather tolerance and goodwill.

In this book he approaches a significant question—how to reconcile society with man's individuality. He pleads that such a reconciliation is imperative today if we are to find the "conditions of civilized living."

The discussion of those conditions is centered around healthy living, healthy personal growth, history of Western civilization, education, art, politics, and modern philosophy. The conditions of healthy living depend upon opportunities for physical survival, work, achieving excellence, living by reason and faith, and love. Healthy personal growth comes about through the integrative effect of purpose, resulting in balance and harmonious development of the innate and acquired urges. Ulich contrasts the three sources of Western civilization, which, even today, have not blended—the rationality of Greece, the revelation of Christianity, and the self-assertiveness of the Teutonic tribes.

Professor Ulich participated in the deliberations of the committee which produced the "Harvard Report" in 1945. The statement of his views on education, which may be considered a minority report, differs from those of the committee in that he rejects the cleavage between general and special studies which is a fundamental idea in the "Report." He points out the liberalizing influence of effective specialization and the significance of teaching individuals. The school of the future will be a community of individuals designed to develop the conditions of healthy living and personal growth for children

and adults. Since faith is one of the fundamentals, it, too, will be cultivated in the school. Finally, international education will be grounded upon developmental educational principles in all nations and increased exchange of teachers and students between nations.

Government is fundamentally an agency for securing satisfactions for mankind. Societies developed collective or individualistic forms of government as they sought means to satisfy the fundamental urges of individuals. These urges, with their social accretions, i.e., customs, language, and costume, are the interna which should never be violated by conquerors although considerable modification of the externa—the form of government and economic system—can take place without harm. Cultural pluralism must be granted its rightful position of importance if world community is to be achieved.

One of the "conditions of civilized living" is that esthetic experience shall permeate all phases of life. Humanity needs the creative artist lest it become emotionally desiccated. Philosophically, Ulich considers himself a trans-empiricist in that he depends upon faith and intuition as well as experience for knowledge, and, ultimately, for life and growth itself.

Ulich attacks a tremendously important problem. All social studies teachers who wish to approach social problems rationally will find his book stimulating and full of suggestions.

PHILIP W. PERDEW

Whittier College, Whittier, California

THE UNITED NATIONS—A HANDBOOK OF THE NEW WORLD ORGANIZATION. By Louis Dolivet. New York: Farrar, Straus, 1946. Pp. 152. \$1.75.

THE GREAT DILEMMA IN WORLD ORGANIZATION. By Fremont Rider. New York: Reynal & Hitchcock, 1946. Pp. 85. \$1.50.

Alert teachers, torn between the obligation to teach the realities of the power-politics world in which we live and the ideal world which we might create, will welcome these two small, lucid, and inexpensive books. One describes the international machinery we now have while the other argues for that which might be. Both can provide reading matter for a whole unit of the social studies in high school or college.



In *The United Nations*, Louis Dolivet, the editor of the former *Free World*, writes a descriptive account of the United Nations organization with chapters on its purpose, headquarters, the General Assembly, Security Council, International Court of Justice, and Secretariat. The Charter and a complete list of delegates and personnel are given in the fifty-three page appendix. While the text is in reality an elaboration and analysis of the provisions of the charter, the author does not attempt to underestimate the weaknesses of the document, but shows what we have and how it may be used for peace.

In the other little book, Dr. Fremont Rider, librarian at Wesleyan University, comes to grip with the realities of a world in which the peace machinery is in the hands of the major powers. This he denies offers any hope for world peace and argues that illusions can be the enemy of man. This has been said many times, though softly, by people who know that when one creates an association in which the gangster sits on the jury and can veto his own conviction, no system of real collective security has been established. But Rider's contribution to the literature goes beyond this: it is a plan to establish an effective system.

The dilemma of world organization, says Rider, stems from three unescapable facts. First, no nation will surrender any of its sovereignty until it is assured that its share of power will be sufficient to protect it; second, since each state differs in power, due to population, industrial, and other differences, the question of control is further complicated; and lastly, since the backward people of the world outnumber the more civilized and could outvote them in a true parliament, a world organization is needed that will enable the small as well as the large to have faith in the future. The present UN giving equal representation to all nations in the impotent assembly and control of the security council by any one of the major powers gives peace of mind to no one. No major power is disarming. In fact the armament race is on. Therefore, a new plan is offered that will overcome the objections to the present UN and to the various other plans that have been considered.

Believing that the major states would regard his proposal as "fundamentally equitable" and that the small states would look upon it as protective, this author conceives a new world organization of one house with the representation based on the quaint principle of the educational achievements of the citizens over twenty-one.

Since the educational level of the people determine to a large degree not only the degree of civilization but also the place of a nation in the international community, presumably each nation would agree to surrender a part of its sovereignty to the world-state. In this parliament the United States would have 88 representatives, Russia 59, the British Empire 49, and others lesser numbers, with each election district having at least one representative.

Space does not permit an adequate analysis of this viewpoint. No doubt this earnest bit of thinking puts a finger on the dilemma of world organization, calls attention to the obvious fact that the UN is an association of sovereign states and that each nation refuses to surrender sovereignty because it fears to do so. Mr. Dolivet also recognizes this fact, but hopes for a world public opinion that will support an evolution in the right direction. Dr. Rider is either pessimistic or realistic, or both. He believes that the hope of the world lies in recognizing the inadequacy of the present UN now and offers a plan that, in his opinion, overcomes the objections to the creation of a world-state.

These two books deserve careful attention of teachers desiring to orient their students to the basic problem of mankind: how to live a good, full life in a world that lacks cultural unity and one which is currently being divided into two great ideological camps.

WALKER D. WYMAN

River Falls (Wisconsin) State Teachers College

THE CHILD FROM FIVE TO TEN. By Arnold Gesell and Frances Ilg. New York: Harper, 1946. Pp. xii, 475. \$4.00.

Every so often a book is published which sheds new light and understandings on the whole area with which it deals. Such a book is *The Child from Five to Ten*, a longitudinal study of some fifty youngsters between these ages by members of the staff of the Yale Clinic of Child Development. Observations at the age of 5, 5½, 6, 7, 8, and 9 have given new and concrete material on behavior and developmental tendencies during these years. Besides the routine checks at the clinic, the youngsters were observed in their respective schools and by means of one-way-vision screens. Movies were made, studied carefully and analyzed to reveal individual behavior patterns. A series of psychological, performance, reading-readiness, visual, and other tests was administered.

Attention was given to the child's postural and tensional behavior at the various ages as well as to his intellectual development. Interviews with the mothers supplemented the study of each child.

The book is divided into three parts. Part I attempts to orient the reader to the concept of child development or growth as a slow changing or unfolding of the child's personality. The lovable child of four years may be shy and difficult at five, sunny and cooperative at six. The wise adult realizes that many of the child's "impossible" stages are as disturbing to him as to the parent. For a few months the child may seem to lose his equilibrium. During this period when the youngster is groping toward a more mature relationship with the world about him, he has a special need for understanding and tolerance rather than punishment or criticism from parents and teachers. Knowledge of these stages of development tends to reduce the friction between adult and child.

After briefly describing the development occurring during the first four years of life, Part II treats in detail each of the following ten areas for the years 5, 6, 7, 8, and 9: motor characteristics, personal hygiene (eating, sleeping, eliminating), emotional expression (crying, anger), fears and dreams, self and sex, interpersonal relations (mother-child, teacher-child, manners), play and pastimes, school life, ethical sense (blaming, responding to punishment, truth), philosophical outlook.

Whereas in Part II each of the above ten areas is treated at the various chronological levels, the third division of this book takes each of the characteristics in succession and shows their gradual development from birth to the tenth year. In three or four pages the reader can obtain an overview of progressive stages in the development in emotional expression, play, or any of the other areas. These brief descriptions are known as "growth gradients."

The general organization and the index of this book are such that the reader may turn to the volume for light on any immediate problem. Besides reading the book carefully, many teachers and parents will keep it at hand for reference.

Dr. Gesell and Miss Ilg warn that no individual child will reproduce or fit exactly into the patterns described in their book. The unwary reader, however, receives the impression that the "normal" child should make certain responses at certain ages. This is not true. Individual differences in development in the various areas are so great by the fifth year that no true norms can be estab-

lished by which to measure one child's development. Hence this book does not provide an absolute standard by which to evaluate a child and his behavior. The great danger, then, is that some readers, perhaps unconsciously, may tend to judge a child in terms of an arbitrary pattern that the authors seem to advance. Yet this book makes a real contribution through the tremendous body of scientifically observed and recorded information which it brings to the reader. True understanding of the gradual and uneven development of the child and the ability to recognize the stage of his growth provide new insight into methods and attitudes which will help the youngster in his journey toward maturity. Used in such a positive manner, Dr. Gesell's book is an essential source for all those concerned with the preadolescent child.

MARIAN RAYBURN BROWN

Great Neck, N.Y., High School

EDWARD EGGLESTON. By William Peirce Randel. New York: King's Crown Press, 1946. Pp. xi, 319. \$3.50.

JAMES HARVEY ROBINSON, TEACHER OF HISTORY. By Luther V. Hendricks. New York: King's Crown Press, 1946. Pp. xii, 120.

Edward Eggleston and Professor Robinson were instrumental in changing the content of historical narratives and the courses in history given in our schools. Eggleston's influence was not as important as that of Robinson, but his aversion to "rum and trumpet" history helped make possible the rise of social and intellectual history. Eggleston is generally associated of course with *The Hoosier School-Master*, but even in his more purely literary creations he thought of himself as an historian of American civilization. He was a student of the American dialect, a reformer of children's education and a bold leader in the movement for international copyright. Eggleston's preparation for historical research and writing was of the scantiest for he had had no formal training. But he had distinctive advantages. Francis Parkman encouraged Eggleston by saying that he was the only man who could write a history of American life, for no one else had seen so many forms of American life—urban, rural and frontier. There was always the problem of earning a living so that the time and energy he could devote to history alone was insufficient. The promise of a large scale history of American civilization was inadequately realized with his few articles, his school texts and

the two volumes, *The Beginners of a Nation* and *The Transit of Civilization*. Eggleston knew his work would be superseded but he was happy in the thought that the reading public had been awakened to the rich heritage of the American past.

Robinson's influence was particularly significant among his fellow academicians, especially after he began the Columbia phase of his career. Mr. Hendricks disavows any claim to making a critical analysis of Robinson's ideas or of his historical writings: his is simply a study of Robinson as a teacher. Robinson taught through lectures and widely used texts, through serving on committees and writing vigorous reports which converted many educators to the new history which minimized politics and warfare. From his classes there streamed forth a host of students who in time made their own contributions to intellectual history and to the production of superior texts.

These two unpretentious volumes help us to understand some of the changes in the intellectual climate of the United States in the past sixty years. It would have been better to have related Eggleston and Robinson to the larger world picture. There is a tendency on the part of Hendricks to credit Robinson almost exclusively with altering the historical outlook and interpretation. He was perhaps the most influential expositor of the new history, but others played their parts too. It is well worth mentioning also that some of the men classed by Hendricks as Robinson students wrote their dissertations under Herbert L. Osgood in American history. Eggleston and Robinson looked upon themselves as something of pioneers in their respective fields. It is quite fitting that a later generation which has been the beneficiary of their efforts should pay them these grateful tributes.

MICHAEL KRAUS

City College, N.Y.

A VOLUNTEER'S ADVENTURES; A UNION CAPTAIN'S RECORD OF THE CIVIL WAR. By John William De Forest. (Edited by James H. Croushore.) New Haven: Yale University Press, 1946. Pp. xii, 237. \$3.00.

LETTERS FROM LEE'S ARMY; OR MEMOIRS OF LIFE IN AND OUT OF THE ARMY IN VIRGINIA, DURING THE WAR BETWEEN THE STATES. (Compiled by Susan Leigh Blackford, from original and contemporaneous memoirs, correspondence and diaries; annotated by Charles Minor Blackford; edited and abridged by Charles Minor

Blackford III.) New York: Scribner, 1947. Pp. vii, 312. \$3.50.

MEMOIRS OF A VOLUNTEER, 1861-1863. By John Beatty. (Edited by Harvey S. Ford.) New York: Norton, 1946. Pp. 317. \$3.50.

TOUCHED WITH FIRE; CIVIL WAR LETTERS AND DIARY OF OLIVER WENDELL HOLMES, JR., 1861-1864. (Edited by Mark De Wolfe Howe.) Cambridge: Harvard University Press, 1946. Pp. x, 158. \$3.00.

There seems to be a renaissance of interest in the use of source materials in the teaching of history. This has been well summarized by Professor Keohane in chapter XXV of the current Yearbook of the National Council for the Social Studies. Publishers have, in the last decade, done well by those teachers who desire more primary materials for classroom use. To the older *Documents* by Commager, and *The Heritage of America* by Commager and Nevins, have been added excellent selections, each in two volumes, by Thorp, Curti and Baker (*American Issues*, published by Lippincott) and by Louis M. Hacker (*The Shaping of the American Tradition*, published by Columbia University Press). There have also been, during the past two or three years, excellent one-volume collections of the writings of such important personages as Franklin, Jefferson, Paine, and John and John Quincy Adams.

No less important is the fact that America's source literature is becoming more available in terms of price. An excellent collection of Jefferson's writings, for example, is now available in a *Modern Library* edition. Alert teachers will be ever on the watch for more materials, and will, whenever possible, add them to their own library. It is because of the need for the widest possible range and variety of source material, that the four volumes being reviewed here are of more than ordinary significance to the teacher of American history.

When the Civil War began, John William De Forest was a thirty-five year old writer, dilettante, and traveler. In the years after the war, he was to become one of the first of our so-called realistic novelists. Little appreciated in his own time, except for high praise from William Dean Howells and a few others, De Forest is today recognized as one of the important figures in the development of the American novel—worthy of comparison with Howells, Stephen Crane, and Henry James.

Almost alone of the Northern writers, De Forest enlisted in the army and saw active service, participating in several severe actions. He

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received a commission as Captain in the Twelfth Connecticut Volunteers in October, 1861, and saw his last action at the battle of Cedar Creek in October, '64. During the war he wrote a great many letters to his wife, which she saved. He also made detailed notes either during, or just after, each of the engagements in which his regiment saw action. After the war he wrote several magazine articles about individual actions. From these sources he prepared the present manuscript, now first published nearly sixty years after its preparation.

From the standpoint of the literary historian, this is an important volume, and will rank with *The Red Badge of Courage* as a realistic account of army life during the war. The student of Civil War history will find few volumes to compare with it. Here are accounts of forced marches, of the bloody siege of Port Hudson, of the Virginia campaigns. Here also are sharply delineated pictures of myriad details of army life, of the monotony and boredom of inaction or the fierce exultation of the charge, of the panic of surprise and defeat. The teacher of history will value this book for its effective and dramatic prose, for the detail of its description, for its accurate realism, and for its appeal to adolescent boys.

*Letters from Lee's Army* presents a valuable picture of the other side—the Confederacy. Charles Blackford, brother of William Blackford whose *War Years With Jeb Stuart* is another invaluable record of the Confederate army, agreed with his wife that they would both try to save the letters they exchanged. Fortunately for us they were prolific writers, and were able to save much of the mail that passed between them. His wife compiled a two-volume collection, supplementing the letters with data from diaries and memoirs, that was privately printed in 1894. The grandson of the original writers has prepared this present abridgement.

Captain Blackford served in the Second Virginia Cavalry, and experienced a good deal of action. Mrs. Blackford lived in several different towns, made occasional visits to the front, and was in Charlottesville when it was invaded by General Custer. The letters are human and exciting, they have humor and pathos and color. Even more valuable than the account of army life given by the Captain is the growing consciousness of the deterioration of economic and social life within the Confederacy, and the mounting bitterness against the invaders, that can be followed in the letters from his wife.

In 1861 John Beatty left his home in Sandusky,

Ohio, and became a member of the Army of the Cumberland. He rose from private to brigadier general. More important to us, he kept a diary from June 22, 1861 until January 1, 1864, when he resigned from the army. His diary was published in 1879 in a small edition, under the title *The Citizen Soldier*. Harvey S. Ford has done an excellent job of editing this new edition. Lloyd Lewis, in the introduction, says

Beatty's book belongs in that small category of Union memoirs which are modern because they break through the fashion of their period and are natural enough and honest enough and humanly penetrating enough to belong to all time.

Beatty's observations on the politics and inefficiency in the army, the ineptness of many officers, and the relationships of personnel, were particularly penetrating. There are many points of similarity between this book and the memoirs of General Sherman, under whom Beatty served. An index and biographical notes add to the value of the book.

*Touched With Fire* consists of a recently located diary, covering the period between May and July, 1864, and of letters—chiefly written to his parents—between 1861 and 1864. The volume will add nothing to the stature of the late Justice, and its revelations of life or action are less important than those of the first three volumes discussed. Yet this slim, beautifully printed and bound book can be extremely important to the teacher of American history who invades the realm of ideas. Perhaps that means the teacher of superior secondary school students, or the college teacher.

Oliver W. Holmes, Jr., remains to many of us one of the most truly great figures in American history. We think of him as a white-haired epitome of wisdom, honesty, and justice. We remember his great dissenting opinions on the Supreme Court, we have read of his courageous and independent record as a jurist in his native Massachusetts. He even becomes associated in our thoughts with his poet father. We recognize his important position in the development of America's social consciousness. Not so the generations of students who will appear in the coming years. And to those of them who have the mental ability, and the interest, to enter the realm of the spirit and tangle with the challenge of ideas, Oliver W. Holmes, Jr., will be an important figure. And for background understanding of Justice Holmes, this small volume is of first importance.

RALPH ADAMS BROWN

Cortland (N.Y.) State Teachers College

**THE WAY OF THE SOUTH: TOWARD THE REGIONAL BALANCE OF AMERICA.** By Howard W. Odum. New York: Macmillan, 1947. Pp. xix, 343. \$3.00.

Most of the sixty-odd years of Howard Odum's life have been spent in study of the South and in activity to better that region. He is of that group characterized, by Ollinger Crenshaw in the most recent yearbook of the N.C.S.S., as prominent contemporary students of the modern South. Moreover, Odum has been for many years the key figure in this group. Perhaps more than any other one person, he is the outstanding authority on the South today.

In spite of the press of teaching, administrative, civic, professional and other duties, Odum has been a prolific author. Books, monographs, and articles too numerous to recapitulate were authored or directed by him. Of professional interest to social studies teachers is his *American Masters of Social Science* (1927). His *Southern Regions of the United States* (1939) is a monumental and incomparable work which will long stand as the outstanding contribution of any scholar to the South.

Thus the nation, as well as the South, has much for which to thank Howard Odum. He has devoted a lifetime to an analysis of "the nation's No. 1 problem." His keen mind and diligent efforts have produced not only a description of that problem, but also an interpretation of possible solutions. Without offering quick, easy panaceas, Odum has posted the difficult roads we must follow if the South is to become truly American.

*The Way of the South* is an attempt by Odum to synthesize the results of his lifetime efforts. Unfortunately it does injustice to the scholarly ability of the author. Perhaps, however, it does so only by comparison with some of his former, and better, works.

Some sections of this book deal with topics which have not been equally well-treated elsewhere. The discussions of religion, political leadership, education, planning, and the recent revival of North-South sectionalism are well worth reading. Most of the remainder of the volume includes much sentimentality, defensive excuses, compromise with logical interpretation, and a hodge-podge presentation of ideas. Continuance of the myth of the "New South," in any sense except a chronological one, overlooks the real failure of the South to develop in step with the rest of the nation.

Since he is a sociologist, it is natural that

Odum would tend to place much emphasis on a "cultural interpretation" of the South, past, present, and future. But he has succumbed to the danger of excluding or minimizing other types of forces (i.e., geographic, political, economic). To pretend that these other forces work altogether in cultural patterns, or are completely seen through sociological eyes, is of course sheer folly.

The student of American life will do well to become acquainted with Odum's works, but he will find previous ones more valuable than this volume. However, in tribute to a great scholar, we may discard the book with no lesser regard for its author. Perhaps Howard Odum's greatest masterpiece is yet to appear.

JONATHAN C. McLENDON

University of Minnesota High School

**ACTION FOR UNITY.** By Goodwin Watson. New York: Harper, 1947. Pp. xi, 165. \$2.00.

Is it better to go ahead with legislation to prevent racial discrimination or should we try to improve inter-racial attitudes first? Is it more effective to strive for equality of opportunity within segregated groups or to endeavor to eliminate segregation? Is it wise to sound out public opinion before going ahead or to present the public with a *fait accompli* in a given situation? These are questions which are endlessly argued among those who are working to improve race relations. Goodwin Watson presents answers, and many similar ones, in this study based on "published reports of projects, interviews with executives of national agencies, and visits to a dozen cities." Though final answers are obviously impossible, and these are largely subjective, nevertheless, they are the product of a wide sampling of informed opinion derived from practical experience and the best information obtainable. The result is an extremely useful book for teachers and workers in the field of race relations. We waste so much effort, and time, and money, and go on making the same mistakes over and over again because the results of the experience of others are not readily available. The purpose of the book is to help correct this situation.

The survey from which it came was sponsored by the Commission on Community Interrelations of the American Jewish Congress. Dr. Watson, who conducted it, is Professor of Education at Teachers' College of Columbia University, and for a number of years was Director of Research for the National Council of the Y.M.C.A. He

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impresses us as eminently well fitted for the undertaking, objective in his attitude, thorough in his coverage of the various aspects of the field, and sound in his judgment. His style is lucid and very interesting. The book is remarkably comprehensive for its length, and excellently organized.

The chapter on the "Types of Agencies" seemed to us as the least useful part of the book. We would have welcomed a brief outline of the work of the outstanding individual agencies rather than this more general treatment of the types, and it would seem to us appropriate in this kind of a book, but probably Dr. Watson did not want to duplicate material that is already available. Chapter three on the "Patterns of Action" comprises three quarters of the book and is excellent. It deals with Exhortation, Education, Participation, Revelation (of the problems in specific areas), Negotiation, Contention (action), and Prevention. The final chapter suggests the most needed "Next Moves."

This is the first study of this kind in this field and Dr. Watson is most modest about it. However, though longer and more detailed studies should be made, we believe that for a brief and concise book this will be hard to better, and has much lasting value. Anyone who is concerned about contributing whatever he can to better race relations in the most effective way,—and who isn't?—and is not sure what way is best,—and who?—will find the book intensely interesting and helpful.

MARK F. EMERSON

Friends' Central School, Philadelphia

SLAVE AND CITIZEN; THE NEGRO IN THE AMERICAS, by Frank Tannenbaum. New York: Knopf, 1947. Pp. xxii, 128. \$2.00.

The extent of the interracial problems of the Americas, their economic and cultural implications, and their international significance, all demand extensive discussion. It will take, as Professor Tannenbaum says, "Time—the long time—to draw a veil over the white and black in this hemisphere." The record of strife is one phase of the historical and contemporary problem, but there is also another aspect: the transformation of the slave into the citizen.

This book stresses the slave status rather than the achievement of citizenship and acceptance of the resulting obligations. It will aid inter-American understanding to realize, as the author makes clear, that there was not just one slave system, but as many as six: Spanish, Portuguese,

French, Dutch, English, and Anglo-American. Many North American readers will be surprised to learn that Spanish law and Catholic theology were biased in favor of equality and freedom, while English law was biased in favor of slavery; and that this was an important factor in the rates of manumission (p. 53). Freedom was gradually attained, for example, in the West Indies and in Brazil; in the United States, on the other hand, property attitudes became so firmly fixed, and the emotional tension over abolition became so great, that it required an expensive and social destructive war to resolve even the initial problem.

The abolition of slavery in Latin America, without violence or hatred, points to a deep cultural difference between the Latin and the Anglo-American civilizations. The reason for the more flexible attitudes in the lands to the south of us seems to lie in a greater degree of social tolerance, the lack of fixed, vertical social divisions, and the necessity for social cooperation which were prevalent in the Latin American nations.

This present volume provides for the reader a tantalizing introduction to a great theme. It may well encourage a deeper interest in, and a desire to plunge deeper into, one of the great essentials to inter-American understanding and cooperation. This problem relates not only to slavery, but also to justice, morality, law, and the relations of men one to another, and to the conception of the worth of men everywhere.

GUY V. PRICE

Junior College, Kansas City, Missouri

DEMOCRATIC GOVERNMENT AND POLITICS. By J. A. Corry. (Canadian Government Series. Edited by R. MacG. Dawson.) Toronto, Canada: University of Toronto Press, 1946. Pp. 468. \$3.75.

It is for the beginning student of government as well as the "interested citizen" that Mr. Corry has written this volume, a description of problems of current government and politics in three states whose political dynamics are those of the democratic tradition, Great Britain, the United States, and Canada. The general reader needs one caution however. In Mr. Corry's words, "The government of a people is like the history of that people—the study of a lifetime." One is not completely informed, for instance, about the shortcomings of legislatures by the one page devoted to that topic.

The fact is that this book stands in a different

class than a "compendium of information." A comparative study must, by the nature of our conventions as to the size of books, show powers of compression. The author has succeeded, resolutely resisting temptations to discursiveness, in weaving a synthesis on governance in democracies, skillfully varying his technique as the problem under discussion requires, and avoiding for the most part the rotating system predominant in comparative works. This permits the usual topical arrangement of the fifteen chapters, beginning with Introduction (Chapter I), The Constitution (Chapter II), and following through the main divisions of government to conclude, in Chapters XIII-XV, with Federalism, Local Government, and Democracy and Dictatorship.

True to the promptings of Mill and the dicta of representative democracy Mr. Corry gives very considerable attention to the problems of approximating the will of the majority in the political and representative organizations of the nations in chapters (V-VIII) on The Legislature—Its Functions and Procedure, Political Parties, Representation, and Pressure Groups.

The author is convinced that the burdens placed on governments over the last quarter century will not be lightened. "The negative state is now only a memory and we are faced with what is called, by contrast, the positive state" (p. 42). Here, in a chapter entitled *The Expansion of Government Activities*, Mr. Corry, as author of the study for the Royal Commission entitled *Dominion-Provincial Relations: The Growth of Governmental Activities Since Confederation (1939)*, speaks with unusual authority.

It is this increasing activity of government, to pursue the main thesis of the book, with the attending centralization, that places democracy in a critical position, threatening the two-party system (hardly a predominant threat in the United States, in the reviewer's opinion), and also threatening the normal or proper functioning of representative assemblies. This should make clear to the reader that the forces bearing on democracy from within are not (alas for the witch-hunters) sinister and subversive, but those of technological change of which we have heard so much. One gets the feeling of the author's concept that democracy is suspensive and responsive, with a certain instability, withal (or therefore) a resiliency, placed by modern techniques in a critical but hardly desperate situation about which there is no reason either for hysteria or complacency.

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The student beginning his study of comparative government will find this a rewarding book. He will find the vigorous interest in democracy contagious, the analysis of the current problem of democracy penetrating, and, above all, one of the chief values of the comparative method, he will find that other national peoples than his own, using somewhat different vehicular means, are moving about with political drives and aspirations similar to his own.

LOUIS H. DOUGLAS

Miami University  
Oxford, Ohio

**JOB GUIDE: A HANDBOOK OF OFFICIAL INFORMATION ABOUT EMPLOYMENT OPPORTUNITIES IN LEADING INDUSTRIES.** Edited by Sydney H. Kasper. WASHINGTON: Public Affairs Press, 1945. Pp. iii, 193. \$2.50; papers, \$2.00.

*Job Guide*, originally prepared for use by job counselors of the United States Employment Service, has been revised and brought up to date for general use. It is written in concise style, is well organized, and covers the selected fields thoroughly. It describes newer industries, such as radio and radar, synthetic rubber, plastics and air transportation, as well as some of the older standard industries, such as iron and steel foundries, meat packing and slaughtering, railroads, street railway and motorbus transportation, and trucking.

Each chapter gives a general description of the industry, the nature of the job, training and education needed, employee terms and conditions. Under the heading "Employment Terms and Conditions," the following topics are discussed: physical requirements, working conditions, employment for women, employment for non-whites, promotional opportunities, union affiliations, and wages and hours. At the end of each chapter there is a good up-to-date list of references for those who wish further information.

Only a small percentage of high school pupils go on to college and eventually enter professional vocations, while a much larger percentage enter other occupational fields. For the first group there is an abundance of vocational literature; for the second group there is much less information available. Because of this, *Job Guide*, which describes nonprofessional as well as professional opportunities in some major industries, helps to fill an important need and is a valuable addition to the library of anyone engaged in job counseling.

GLENN F. VARNER

St. Paul, Minn., Public Schools

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